

Inspection date	21/11/2013
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children show a strong sense of belonging in the childminder's home and build close relationships with her.
- Children are confident and happy and explore the range of activities available to them.
- Children's independence and self-help skills are well promoted. As a result, they are confident and learn to manage their own needs.
- Children play in a safe environment where the childminder takes appropriate steps to ensure they are safe and well cared for.

It is not yet good because

- Information is not gained from parents about what children know and can do when they start, so there are no starting points in place to help the childminder accurately assess or monitor children's progress.
- Observations and assessments are not used effectively to identify and plan for children's next steps in learning, so the childminder can ensure all children are making as much progress as they can.
- Self-evaluation does not effectively identify ways of improving teaching and learning, and does not include the views of children or parents to support the ongoing development of the childminding service.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the childminder at appropriate times during the inspection and while observing children.
- The inspector spoke to the children as they played.
- The inspector looked at various documents including children's observation and assessment records.
- The inspector checked evidence of the childminder's suitability and qualifications, and discussed her self-evaluation and improvement plans.

Inspector

Michala Balsham

Full report

Information about the setting

The childminder was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in the Chapel Allerton area of Leeds.

The premises are located close to shops, parks, schools and public transport links. The whole ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play.

There are currently 12 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder provides care all year round from 8am to 6pm, Monday to Friday, except for Bank Holidays and family holidays. She holds a childcare qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure what parents know about their child's development is used effectively to strengthen baseline assessment, so children's starting points can be clearly identified and used to monitor their progress
- develop the use of observations and assessments to identify whether children are working at expected levels of development, identify and plan for individual children's next steps in developmental progress and monitor the progress children are making, so any gaps in learning can be targeted and addressed.

To further improve the quality of the early years provision the provider should:

- develop self-evaluation to take into account the views of parents and children, and focus on the quality of teaching and learning to provide children with a constantly improving learning experience.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder plays an interactive role in children's learning and development. She supports child-led activities well, engaging in their play to keep them interested and help them learn to persevere. For example, children choose jigsaws to put together with the childminder. She uses appropriate teaching strategies to encourage them to think and work out for how the pieces fit together. Children enjoy music; they ask for the

instruments and the childminder joins in and encourages them beat on a drum to the song. This activity promotes their understanding of rhythm and supports their language and communication skills. The childminder completes routines assessment of children, but she does not consistently use the information to monitor children's learning and development. As a result, the childminder is unable to be sure that all children are making as much progress as they can. She does not consistently identify and plan for individual children's next steps in learning. Consequently, adult led-activities are not always well targeted to move children on in all areas of learning. The childminder plans an activity making hedgehogs out of clay. This enables children to experience the texture of clay and manipulate it into a hedgehog shape. The childminder introduces descriptive words to develop children's speaking skills. After lunch, the children ask to do some drawing and the childminder provides them with felt-tip pens while she tidies up. However, because children generally lead their own play, there is a lack of focus on ensuring all children gain the key skills they need to prepare them for their next stage of learning.

Sound relationships are formed with parents as they are welcomed into the childminder's home from the beginning. Parents share information about their child regarding individual care routines. However, information is not collected regarding children's starting points, based on what the children know and can do when they start in the setting. Therefore, children's progress towards the early learning goals cannot be accurately monitored and challenging activities are not planned for the children from the start in all areas of learning.

Children's learning files are shared with parents, some of which appropriately include a two year progress check highlighting some progress the children have made in the prime areas of learning, and observations of the children at play. However, assessments and observations are not precise enough to show if all children are generally working within the typical range of development for their age. As a result, any gaps in children's learning cannot be quickly identified, targeted and planned for. This means the childminder cannot assure that appropriate interventions are sought in a timely manner to ensure all children make good progress, especially children who are under-achieving.

The contribution of the early years provision to the well-being of children

The childminder has good relationships with children, who form positive relationships with her in a homely environment where they feel safe and emotionally secure. The childminder works closely with parents to support children's care needs and verbally shares appropriate targets, such as supporting toileting or teaching children how to share. The childminder offers flexible settling-in sessions which give both children and parents time to become accustomed to her routines. During settling-in visits, the childminder gathers relevant information about children's needs. She is sensitive to parents' anxieties and is careful to follow their routines from home. The childminder has developed good links with the local school and works in partnership with them and parents to ensure children are confident and emotionally ready to move on to school. The children have a sense of belonging within the home because the childminder displays their work and sends pictures the children have created home in celebration of their achievements. This results in children having a positive self-image and developing high self-esteem. Children

have regular opportunities to socialise with others as the childminder has a good network with other childminders, and children enjoy outings into the local community. As a result, they learn to become confident in different situations.

The childminder prioritises the prime areas of learning well. She provides consistent routines and boundaries so that children learn about acceptable behaviour. She encourages them to share and take turns so that their relationships with others are friendly and harmonious. She understands how young children behave and, through distraction, she manages minor disagreements well. For example, when the children want to play with the space rocket she encourages them to work out how they can play together and share equipment, therefore defusing any disputes before they start.

The promotion of children's health and physical development is good. The children access physical activities both indoors and in the fresh air. The childminder provides nutritious meals and snacks and opportunities for children to make their own healthy choices. For example, they can select what they would like for snack from the range of fruit, such as bananas, grapes or kiwi fruit, she provides. The childminder teaches the children to follow good hygiene routines, such as washing their hands before meals, and she explains about the risk of germs while she cleans the table before lunch. Children are encouraged to be independent during tidying up routines. The childminder teaches them to manage their own personal needs appropriate to their age and stage of development, such as feeding themselves or going to the toilet. The home is clean and the childminder adheres to good hygiene practices to ensure she minimises the risk of illness and infection. She provides simple explanations to help children gain an understanding of safety. For example, she explains to them the dangers posed by a broken musical instrument and she teaches them to pick up toys so they do not trip over them.

The effectiveness of the leadership and management of the early years provision

The childminder provides a safe environment because she supervises children's play and looks at ways she can minimise risks. For example, before preparing lunch she uses a safety gate to prevent the children accessing the kitchen. The childminder has a good understanding of child protection issues which she has developed through attending training and devising written safeguarding policies. She is aware of potential signs of abuse and neglect and the procedures for reporting concerns to appropriate agencies. Therefore, children are protected from harm and kept safe.

The childminder reflects on her practice and looks at ways she can improve the provision for children. This means she identifies her strengths and recognises areas that she can develop. However, the self-evaluation does not sufficiently focus on the quality of teaching and learning or consider the views of parents and children. In addition, the childminder has not effectively addressed all recommendations from her previous inspection. She has made good progress in developing sound relationships with the local school and nursery. However, observations and assessments still do not clearly identify the progress children are making; therefore, children not working within their typical range of development are not identified. The monitoring of children's progress is not accurate, because starting

points are not gained in the beginning and progress is not monitored thoroughly enough to identify children who have any gaps in learning.

The childminder's relationships with parents are secure. Overall, she shares information with them to ensure she meets children's individual needs. Parents say the childminder provides a warm, caring service and children go on lots of exciting outings. Parents feel their children are well cared for and are safe.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	319560
Local authority	Leeds
Inspection number	877042
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	29/04/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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