

Inspection date	21/01/2014
Previous inspection date	22/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children are settled and display a sense of belonging. They have formed close attachments with the childminder as a result of her warm, caring approach and the effective settling-in sessions.
- The childminder is skilled at engaging the children in activities and asking questions that challenge their thinking. As a result, they make good progress.
- Children's behaviour is good because the childminder is an excellent role model and teaches children about the expected behaviour in the setting.
- Children benefit from regular outings to a variety of indoor and outdoor establishments. This extends and enhances the learning experiences available to the children.
- Children are safe in the setting due to the approach of the childminder towards safeguarding. This means that all aspects of children's well-being are promoted well

It is not yet outstanding because

- There is scope to provide children with further opportunities to secure their independence skills.
- The childminder considers the care and education the children receive. However, there are limited opportunities for parents to express their views and make suggestions as to how the service can be improved.

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 had a tour of the childminder's home.
- The inspector sampled children's progress records and other documentation.
- The inspector sampled parents' questionnaires.
- The inspector had a discussion with the childminder about her practice.
- The inspector observed the childminder caring for and playing with the children.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children aged 15 and 13 years in Leeds, West Yorkshire. The whole ground floor of the property is used for childminding. The family has a dog and a rabbit.

The childminder is able to take and collect children from local schools and pre-schools. There are currently four children on roll, one of whom is in the early years age range. The childminder operates Monday to Friday all year round, except for Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- provide further opportunities for parents to make suggestions and comments, to help inform future improvements to the service and raise outcomes for children to the next level

- strengthen the already good opportunities for children to develop their independence, for example, by supporting them to pour their own drinks, prepare their own snacks and make independent choices about the toys they wish to play with.

Inspection judgements

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

Children are very happy and settled playing in the childminder's home. They make good progress in the care of the childminder as she has a good knowledge of how children develop and learn, and provides them with a variety of play experiences. There are a wide variety of resources, such as books, puzzles, small world toys and construction toys. However, these are stored in plastic containers and got out for the children by the childminder, which does not maximise the opportunity for children to make independent choices. Books are available and children access these and take them to the childminder to share. Children climb onto her knee and she willingly reads them a story. The childminder becomes involved in children's play, which enables her to encourage them to join in and extend their learning. For example, when a child is building a robot with construction equipment, the childminder asks how the robot can walk and what jobs could the robot help with. The childminder talks to children while they play so they learn the art of conversation and develop their language skills. Children have access to a range of

interactive toys, which encourages them to learn about how things work and understand more about the world, as they push, pull and twist buttons. Children begin to make marks and the childminder encourages them to draw and write their names using crayons, pencils and felt-tip pens.

Parents are involved in their children's development on an ongoing basis as the childminder shares daily information with them. She also discusses with parents what their children have done each day, when they are collected. The childminder uses summary sheets to review progress and shares these with parents at regular intervals. This means that she can identify any potential gaps in a child's development quickly and work with parents to celebrate any progress. The childminder liaises with parents to collect information at settling-in sessions; this helps children to settle quickly and provides them with continuity of care. Children also acquire skills for the next steps in their learning, for example, in preparation for nursery and school, by managing their clothing and personal hygiene. The childminder continually observes the children and assesses their development. This information is used to plan next steps in learning to ensure they are continually making good progress. These achievements are shared with parents and form children's 'record of achievement'.

Learning and development is enhanced by visits into the local community, such as a toddler group at a local centre. Here the children have opportunities to sing nursery rhymes, play with other children and access a soft play area. Other activities include walks at the local park and nature reserve, where the children can experience fresh air and wider open spaces. The childminder's home has a secure garden area for the children to play in. They have been growing vegetables, and this supports the children's physical well-being and understanding of the world as they care for living things and observe change.

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

Children are very comfortable in the childminder's home and form secure attachments with her, approaching her confidently to ask for help or a cuddle if upset. This supports their emotional well-being and demonstrates that they feel safe in her care. The childminder discusses the children's individual needs with parents and settles them gradually into the setting. This helps them to feel happy and develop trusting relationships. The childminder takes time to talk to the children, building self-esteem and making them all feel special.

Children behave well when they are playing and the childminder reminds them about sharing toys and taking turns. As a result, the children play happily together and share toys. The childminder is very calm and polite, promoting a good example for the children to follow. For example, she explains clearly about getting ready for school to pick up other children, and she helps them to do this. As a result, children have a purposeful focus on the activity that they are carrying out. The childminder has a behaviour management policy and procedure that she shares with parents. Daily checks are made to ensure the environment and resources are safe. The childminder reflects and monitors her practice to ensure the safety of the children. Risk assessments are in place and updated appropriately, including those for outings, activities and the outside area.

The childminder supports the children to develop a healthy lifestyle when she looks after them. For example, children have frequent access to the outdoors and fresh air in the garden. The childminder follows dietary needs, so that all children are included. The children eat healthy meals and have fruit and vegetables at all meal and snack times. However, there is scope to further secure children's independence skills, for example, by allowing them to serve their own snack and meals, and to pour their own drinks. Older children are learning to take care of their own care needs as they access the bathroom and wash their hands in preparation for meals and snacks. The childminder emphasises manners as she reminds children to eat appropriately and use good manners, by modelling the use of 'please' and 'thank you' herself.

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

The childminder demonstrates that she has a good understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. She has policies and procedures in place that show how they link to these requirements and she keeps them up to date in an easy accessible folder. Parents are also aware of these and sign to show they have read and fully understood them. Children's records, contracts and parent consent forms are well organised in separate compartments of a file to ensure confidentiality. This helps the childminder quickly identify and meet children's individual needs. The childminder attends training to further improve her provision and practice. This reflects her commitment to her continuous professional development. Through observing the children at play, she assesses their skills and strengths, identifying any further support needed, so that the children make good progress. The childminder recognises that children are individuals and that they learn in different ways. She is fully committed to record keeping and tracks the children's learning from their starting points. All of this is shared regularly with parents.

The childminder has a good understanding of the safeguarding and welfare requirements and of child protection procedures. She provides and continually assesses the environment to ensure it is safe for the children to play and learn in. She has a safeguarding policy and procedure in place. The childminder knows to report any concerns she may have to the relevant authority. This means that she is aware of her role and responsibilities to protect children.

The childminder has identified her strengths and weaknesses through effective self-evaluation procedures, which provide opportunities for her to evaluate her provision on a regular basis. However, there are limited opportunities for parents to express their views and make suggestions as to how the service can be improved. To enhance her practice the childminder meets with a group of local childminders. Together they share good practice, planning and ideas. The childminder also receives support from the local authority. She has ensured that all the actions and recommendations from her previous report have been addressed and implemented successfully into her practice. Links are established with the local school, and this means that learning and development can be shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY266069
Local authority	Leeds
Inspection number	819833
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22/02/2011
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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