

Inspection date	13/01/2014
Previous inspection date	17/08/2009

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		3
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

- The childminder has an improving knowledge of the learning and development requirements and guidance. She adequately promotes children's learning through the wide range of activities she provides.
- The childminder has a friendly approach, resulting in children forming secure attachments with her. Consequently, children are happy, settled and enjoy themselves in her home.
- The childminder is clear of her role in safeguarding children and is aware of the action to take to ensure children are protected, should she have any concerns regarding their welfare.

It is not yet good because

- The childminder does not keep all parents fully up to date with their child's progress and development so that they can further promote children's learning at home.
- The information gained from evaluation of the childminder's practice is not used to target clear plans for improvement to ensure teaching improves.
- Some resources for very young children are not consistently made available for them to make choices at all times, to enhance their own learning further.

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 observed activities in the lounge and kitchen.
 - The inspector conducted a joint observation with the childminder.
 - The inspector held conversations with the childminder throughout the inspection.
 - The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability, ratios of children,
- risk assessments, policies, procedures and the childminder's self-evaluation documents.

Inspector

Shazaad Arshad

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in Middleton, Leeds, West Yorkshire. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding.

The childminder attends activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 11 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- establish a two-way exchange of information with parents to support children's learning needs by providing parents with information about children's progress that they can use to support learning at home, and creating opportunities for parents to share information about starting points in their children's learning to inform the planning of the educational programme.

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

- strengthen and improve the arrangement for the evaluation of the setting by using information gained to set clear and accurate targets for the continuous development of the provision, to improve the quality of teaching for all children
- review how resources, especially sensory resources, can be made more accessible to younger children to further develop their independence and choice.

Inspection judgements

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

The childminder has a generally sound understanding of the Statutory framework for the Early Years Foundation Stage to enable her to plan a broad range of activities for all children. These suitably capture children's interests and help them make steady progress within the development milestones for their age. The childminder uses the information

from her written assessments of children's learning alongside the local authority monitoring tool, to plan for the children's future learning. This means that children are sufficiently supported across all areas of learning. She has developed positive relationships with the children in her care and understands how they learn. Children enjoy their time with her and she supports them in their play as she sits with them and talks about what is taking place. However, some parents are not actively encouraged to become involved in their child's learning and development. The exchange of information with parents relating to starting points in their children's learning and development is not yet fully embedded to shape the educational programme. Therefore, children make satisfactory rather than good progress. The childminder is familiar with the progress check at age two and knows when to complete this.

The childminder is successful in engaging with children as they play. She provides an environment that allows for all prime areas of play to be covered, and she does this through resources and the activities provided. She takes children out into the community where they learn to socialise, play together, share resources and find out about the world around them. After school children delight in playing music games, demonstrating their physical skills, with the younger children absorbed in the table top activity games. The childminder introduces counting, colours and shapes with the older children, as she awakens their interest in mathematics. The childminder explains how she introduces new words to younger children when out on walks, for example, 'windy weather' and 'traffic'. Therefore, children are developing their listening skills, widening their vocabulary and making sense of what is taking place around them. Through colouring and early writing, children are practising those skills necessary for their future learning. Consequently, they are being suitably prepared for the next stage of their learning and progression on to school. Children are able to choose from a wide range of craft resources including glue, glitter, shredded paper and colourful markers. The childminder encourages them and praises their efforts. However, access to sensory resources are less well planned to enable very young children to independently explore and further develop their natural curiosity at all times.

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

The childminder is warm and caring, which ensures children's emotional well-being is supported. She takes an interest in what children are doing, and consequently they are happy and enjoy their time with her. Children are confident and their behaviour is respectful to their peers. They listen to the childminder and demonstrate their good manners, such as when sitting at the table eating snack. The childminder uses lots of praise, telling children how good they are and how well they have done, as she builds their self-esteem and values their contribution. The childminder builds appropriate relationships with parents in order to promote a consistent approach to their care and to ensure they feel valued.

The home environment is safe and secure, and through a strong understanding of safeguarding, children are able to play safely and securely. Children demonstrate they understand the rules within the home, as they play safely with the creative materials. In addition, children's knowledge about personal safety is encouraged through gentle

reminders from the childminder to be careful when outside. Road safety activities and regular evacuation drills further promote children's understanding of safety. Children use the outdoors on a daily basis as they go out and about in the local community. This means that they get plenty of fresh air and exercise to support their good health and a healthy lifestyle. In addition, children are provided with healthy snacks, which include fruit, on a daily basis. Children learn suitable hygiene habits as they wash their hands before eating and after visiting the toilet.

The childminder exchanges verbal information with parents on a daily basis about children's care needs. She fully understands the importance of preparing younger children for the transition to other settings, such as nursery and school. For example, she seeks consent from parents to share children's development records. This ensures the transition is appropriate for the children.

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

The childminder has extensive experience of working with children and she successfully implements the safeguarding and welfare requirements. She knows how to keep children protected and who to contact should she have any concerns. The childminder supervises the children at all times and maintains ratios so that children's individual needs are met. For example, at drop-off and collection from school, the childminder implements an appropriate procedure to ensure younger children are never left alone. Children's safety is further promoted as the childminder carries out risk assessments and daily visual checks. As a result, risks are minimised and children are kept safe. All required records are maintained, including a daily register, and policies and procedures are shared with parents.

Since the last inspection the childminder has improved her knowledge of the learning and development requirements of the Early Years Foundation Stage. She has appropriately addressed recommendations that were set and has begun to introduce new ways of using the local authority tracking tool to monitor children's progress. She has improved her documentation on complaints and she has forged links with the early years development service to further improve her skills. Improvements in planning and assessing of children are developing well, although the childminder is not making the best use of the information gained from parents to ensure a consistent approach to furthering children's learning at all times. She is developing ways of setting out resources which will aid independent choice for the younger children.

The childminder demonstrates a positive approach to the continuous development of her practice. Her self-evaluation has enabled her to identify where she is in her practice in order to identify what she needs to do to improve. However, plans to measure and sustain these improvements are less robust. Therefore, while progress is being made, it is not always as rapid as it could be. The childminder works well with parents and partnerships are positive. She has information displayed for them to view and through daily discussion she keeps them up to date with aspects of the provision. Parents comment they are happy and trust her immensely with their children.

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
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	320325
Local authority	Leeds
Inspection number	945794
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	17/08/2009
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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