

## **Inspection date**

13/01/2014

Previous inspection date

19/10/2010

## **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 demonstrates through discussion she has an improving knowledge of the learning and development requirements and guidance. She demonstrates through discussion how she adequately promotes children's learning with the activities she provides.
- Through discussion the childminder is able to explain how relationships and attachments are developing. This means that children's emotional well-being is fostered sufficiently and children are made to feel confident, safe and secure within the home.
- The childminder has developed suitable relationships with parents and others to provide a consistent approach to the children's learning and care needs.

### **It is not yet good because**

- The childminder does not always ensure information gathered through observation is used to assess children's progress and shape their play in order to plan precisely for their next steps in learning and development.
- The children's safety and welfare is not fully protected as parents and visitors are not made aware of not using their mobile telephone or cameras within the home and the childminder has not considered the safeguarding issues connected to their misuse.
- Self-evaluation is not fully in place and does not include the use of parents' and children's views to help identify and plan priorities for improvement, and to fully enhance the provision for children's learning and development.

## 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 toured the areas of the home used for childminding purposes.
- The inspector looked at a limited selection of children's learning records.
- The inspector looked at some of the childminder's documentation including planning and some policies.
- The inspector checked evidence of the childminder's qualifications and suitability of household members aged over 16.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Middleton on the outskirts of Leeds. The whole of the ground floor is used for childminding. The family has a dog as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. There were no children present during the inspection.

### What the setting needs to do to improve further

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

- improve knowledge and understanding of learning and development requirements to ensure more rigorous observations and assessment of children's learning and development to assess more accurately their progress. Use this information to consistently shape their experiences in order to plan precisely for their next steps in learning and development
- develop procedures about the safe use of mobile phones and cameras in the setting to safeguard children from their misuse and share these procedures with parents and visitors.

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

- build on self-evaluation and ensure the views of parents and children are included to clarify and identify strengths and areas of improvement, in order to fully enhance the provision for children's learning and development.

## Inspection judgements

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

Through discussion the childminder explains, when children first start at the setting, she gathers appropriate information from the parents, both verbally and in written form. This

exchange of information allows the childminder develop some knowledge of the children's interests and starting points. 'All about me' forms are completed and are put into individual children learning journals to share with parents. The childminder has begun to make some formal observations in the form of photographs, although this process is in the early stages and is not consistently rigorous. The childminder is unable to explain how information from observations is always used to plan for individual next steps of learning and to effectively track children's progress across the seven areas of learning and development. However, the childminder demonstrates through discussion how she ensures that planning includes the areas of learning and takes account of children's age and interests. As a result, children are starting to develop necessary skills to support their future learning.

Through discussion the childminder explains how children enjoy playing in the local parks and in the childminder's garden and has photographic evidence to support this. She states that when at the parks, children learn to balance and climb on the large apparatus as well as play alongside their friends that they meet there. The childminder explains that children enjoy playing with the building blocks and how she teaches the children to place the different size and colour bricks together. She explained that she offers children daily opportunities to look at books and she read stories to them. This helps to develop their communication and language skills as she states that she encourages them to repeat the stories and words from them.

The childminder gave clear explanations and evidence of completing the progress check at age two, showing that she has a clear understanding of completing this and involving parents' and other professionals. This helps to ensure continuity of progress and welfare for children in this age range.

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

The childminder's home provides adequate floor space for the children to move around. Most toys and furniture are at children's height, which supports their developing independence and safe play. Through discussion the childminder explains, how children play safely and use the equipment appropriately. For example, she states that they sit safely in their chairs when it is time to eat. The childminder practises fire drills regularly so that children learn how to evacuate the home should the need arise. The childminder discussed the importance of children having a healthy lifestyle, through daily exercise, playing in the garden and going on walks in the local community. In addition, children are provided with healthy snacks and nutritious meals all home cooked and the childminder explained that children also have access to drinks of water and sugar-free juice throughout the day. The childminder discussed that she ensures children follow suitable hygiene practices as they are encouraged to wash their hands at appropriate times.

The childminder explains how she makes activities and resources available that she knows children will enjoy helping them feel comfortable in the surroundings, such as, construction bricks, books and small world toys. The childminder explains she gives children lots of praise and rewards for good behaviour and this helps to develop and

increase their confidence and self-esteem. As a result, secure attachments and relationships are developing, which contribute to children's continued well-being. The childminder explained that she talks to children about crossing the road and not talking to strangers this helps children learn about staying safe when out and about in the community. The childminder's regular outings and visits in the local community also help children to develop confidence and independence in situations away from her home. This also helps ensure children are emotionally prepared when the time comes for moves to other settings, such as pre-school and school. The childminder explained that she follows parents' home routines in relation to sleeping and feeding routines so that children are comfortable with her. She offers flexible settling in times for parents, enabling suitable separation and easy transitions from home to the setting and ensures that they benefit from consistency so that they feel safe and secure.

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

The childminder generally has an appropriate knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The childminder is satisfactorily organised and maintains most documentation for the safe and efficient management of the setting. However, she has not considered the safeguarding concerns relating to the misuse of mobile telephone and cameras within the home and the importance of sharing procedures about their safe use with parents and visitors. The childminder has completed safeguarding training and has a sound knowledge of current safeguarding procedures to follow should she have concerns about children in her care. She holds a current first-aid certificate so that any accidents are dealt with effectively and she ensures children are protected and supervised at all times. Written risk assessments are in place and are reviewed on a regular basis to protect children's safety within the home, garden and while out in the local community.

The childminder is developing a satisfactory understanding of the learning and development requirements. She has started to observe and assess children learning and development. However, this is in its early stages and the assessment process is not yet fully embedded to ensure she identifies children's next steps in all areas of learning to maximise their progress. Through discussion, the childminder demonstrates a basic awareness of her strengths and areas for improvement. However, there is little evidence of how she includes parents' and children's views when self-evaluating her practice. She is considering ways of enhancing her teaching by researching training events and linking all activities and outings to the Early Years Foundation Stage in order to develop children's curiosity and enthusiasm for learning. The childminder has recently introduced 'All about me' forms to aid her understanding of the needs of the children. The childminder has addressed some of the recommendations from her last inspection. For example, she makes sure through suitable organisation of rooms used that children are able to move around the areas which are spacious and she ensures that daily and regular risk assessments are carried out. This ensures children play in a safe environment.

Partnerships with parents are implemented in a positive way. The childminder ensures

that parents' receive daily verbal communication with parents to ensure continuity of children's care, learning and development. The two-way sharing of written and verbal information enhances parent's experience and extends the children's areas of learning. The childminder has built up sound links with other professionals and settings where children attend to ensure continuity of care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY407877
<b>Local authority</b>	Leeds
<b>Inspection number</b>	946464
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/10/2010
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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