

Inspection date

04/02/2014

Previous inspection date

18/11/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Children are not always protected because the childminder does not meet all of the legal requirements for the Statutory framework for the Early Years Foundation Stage; these include child protection; permission from parents for outings and failure to notify Ofsted about significant events.
- The childminder does not promote the different ways that children learn, because she has a poor understanding of how to monitor children's progress to identify if they need support. Therefore, children lack motivation to explore and engage in play as a result, their progress is slow.
- Children's confidence and self-motivation is not always promoted to prepare them emotionally for the next stage in their learning. This is because the childminder does not tailor their care to respond to their individual needs.
- Additional support is not in place for children who may need it, because the childminder has not yet expanded her networking to include external agencies.

It has the following strengths

- The suitable partnerships with parents means that they share what they know about their children's development and interests. Therefore, parents are appropriately included in their children's learning.
- Children know the routine of the childminding setting and behave accordingly.

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 the quality of teaching and activities in the play area.
 - The inspector took account of information from the assessments.
 - The inspector spoke to the childminder and jointly observed children and discussed their learning.
- The inspector looked at children's assessments records and planning documentation
- and checked evidence of appropriate training and the hard copy self-evaluation form.

Inspector

Thecla Grant

Full report

Information about the setting

The childminder was registered in 2011. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, and child aged three years in a house in the Bramley area of Leeds. The whole ground floor, one bedroom on the first floor, and the front garden are used for outdoor play. The family have two dogs and a rabbit.

The childminder attends a toddler group, shops and park on a regular basis. She also collects children from the local schools and pre-schools. There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30 am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare in the Early Years.

What the setting needs to do to improve further

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

- develop a clear understanding of all areas of abuse especially neglect, to be able to identify quickly if a child is at risk
- develop further knowledge and understanding of the different ways that children learn to improve the planning of activities that guide children and challenge and motivate them to learn
- develop further how children's progress is monitored, to identify those who are underachieving, and plan appropriately matched activities for the next steps in their learning and development to promote the best progress for individual children
- make sure that parent's written permission is requested before children are taken on outings
- make sure that the support given to children is tailored to enhance their care and is more responsive to their individual needs.

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

- improve partnerships with external agencies, so that any emerging concerns with children's learning and development can be further supported.

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

The educational programmes do not provide adequate challenge for children. This is because the childminder does not use the resources to stimulate and motivate children. She constantly directs children's play throughout the morning, and interferes with children's learning during the 'train track' activity, because she takes over and prevents younger children from 'having a go' at connecting the pieces. This means that the childminder does not reflect the different ways that children learn. As a result, children do not make good progress, because they lack enthusiasm to learn.

Observations and assessments are in place, but the childminder does not analyse these to plan for the next steps in their learning and development. As a result, the activities planned do not match children's needs. For example, children with gaps in their communication and language are not supported with activities to promote their

development. Children visit the toddler gymnastic group, which helps develop their co-ordination and control. The childminder does not respond to children's interest in using the mechanical tool for mark making. This means that children do not fully develop confidence in their own abilities. As a result, the key skills needed for them to become ready for school, or the next stage of their learning are not promoted well.

The childminder suitably works with parents. For example, parents are asked to share what they know about their children before they start to attend. They also share what their children like to do at home in their learning journal, such as singing the songs from toddler group. This means that parents are included in their children's learning.

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

Children have formed an adequate bond with the childminder because she has a suitable settling-in procedure. During the settling-in period parents are encouraged to share information about their child's individual needs, such as, their comfort items, and their likes and dislikes. However, at times the childminder is not responsive to children's needs or feelings; this is because she does not always tailor their care well to meet each child's individual needs. As a result, they are prevented from playing with things they show an interest in. This means that children do not achieve their intended goal, and because of this, it affects their self-confidence. This also impacts on their emotional well-being. As a result, some children are not well-prepared for their transition to other settings.

Children's health is promoted through fresh air and exercise at the local park and playgroups. Children usually have a balanced diet throughout the day and meal times are generally used as a social occasion. However, children sit at different heights, while they eat. For example, children who are under two years of age sit in a high chair and those who are over two years of age sit at a child height table. This means, that younger children cannot see what the others are doing to enable them to learn from each other.

The childminder provides enough space for children to play safely and has a clear routine so children know what to expect during the day, therefore, they behave accordingly. For example, older children tidy the toys away once they have finished playing with them. This helps them learn about keeping safe. Children also know that wet hand wipes are used to clean their hands before and after eating. Therefore, young children put their hands out to be cleaned without being told to by the childminder; this means that children know the routine from a young age.

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

The childminder does not have a clear understanding of child protection, especially the signs of neglect. This means that she is unable to recognise the signs and symptoms of abuse and neglect at the earliest opportunity to protect the children in her care. In addition to this the childminder has failed to notify Ofsted of the change to her name, and the people working on the premises; she has also not obtained written permission to take children on outings. These are breaches of the welfare requirements. The childminder

ensures that those living in her household are suitable to be in the vicinity of children as they hold Disclosure and Barring Service checks.

The childminder has a general understanding of her responsibility to meet the learning and development requirements. Therefore, she has attended several training courses to support her in promoting children's learning and monitoring of the educational programme. For example, she has attended 'monitoring children across the revised Early Years Foundation Stage' and 'The Characteristics of effective learning'. The childminder also uses a tracking tool to support her in monitoring the children's progress. However, she does not clearly understand how to use this tool effectively to identify children who are underachieving. In addition to this, the ineffective use of this tool also impacts on how she monitors the delivery of the educational programme. This results in the poor monitoring of the children's progress.

The childminder has developed suitable partnerships with parents, but links with other professionals are not sufficiently robust to support her in meeting the needs of individual children. The childminder evaluates her provision to keep track of her performance and include parents through questionnaires. However, improvements since the last inspection show that the childminder's capacity to sustain improvement has had little impact. As a result, the childminder's weak reflection on her practice has resulted in breaches of requirements.

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	EY425597
Local authority	Leeds
Inspection number	875819
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	18/11/2011
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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