

Inspection date	10/02/2014
Previous inspection date	21/07/2009

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		3
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

- The childminder does not use risk assessment effectively to help to ensure children's safety. Some control measures for identified risks are not in place and other risks are not assessed, or are inadequately controlled. This means children are at risk of harm.
- The childminder does not consistently reflect on the different ways children learn. For example she sometimes over-directs activities and does not give children enough opportunities to make their own choices.
- The childminder does not use an effective observation, assessment and planning cycle to plan interesting and challenging activities that promote children's development in each area of learning.
- The childminder does not consistently provide children with a safe and effective learning environment, because she does not reflect on her practice enough or accurately assess her strengths and areas for development.

It has the following strengths

- Children are settled and secure in the childminder's care because she provides a warm and welcoming environment. This helps promote children's well-being and self-esteem.
- The childminder ensures children get daily fresh air and exercise as they walk to school and visit toddler groups and local attractions, such as farm parks and play centres.

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 childminder playing with the children.
- The inspector conducted a joint observation with the childminder by discussing what children were learning.
- The inspector talked to the childminder about her practice throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of suitability and qualifications of adults who live at the premises, the provider's self-evaluation form and other documents.
- The inspector took account of the views of parents by reviewing thank you letters.

Inspector

Caroline Midgley

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged seven and 11 years in Yeadon, a suburb of Leeds. The whole ground floor of the house, the first floor bathroom and main bedroom are used for childminding. There is an enclosed garden for outdoor play.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops, play centres, parks and farm parks on a regular basis. She collects children from the local schools and pre-schools. There are currently four 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 7.20am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure that the premises, including outdoor spaces, are fit for purpose. In particular ensure safety gates identified as required in risk assessments are in place, and that risks associated with hazards in the garden, such as the flight of steps and high drop from the grassed area, are adequately controlled
- improve knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage to provide challenging and enjoyable experiences for all children across all areas of learning and development, and in particular reflect on the different ways that children learn and use these in practice
- consider the individual needs, interests and stage of development of each child, and in particular use observations and assessments, to plan challenging and enjoyable experiences for each child in all of the areas of learning and development.

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

- reflect on all aspects of provision and improve self-assessment to accurately identify strengths and weaknesses. Use this to put in place an action plan to ensure children are safe and make good progress in their learning.

Inspection judgements

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

The childminder has limited understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This means that the provision requires improvement in order to meet the needs of the children who attend. The childminder provides activities that help promote the prime areas of learning, for example, she encourages children to develop their communication and language skills by talking to them about pictures on jigsaws and in books. She generally encourages their physical development by encouraging children to help put on their coats and she praises them when they do well. However, she does not consistently reflect on the different ways children learn. For example, she sometimes over-directs activities and does not give children enough opportunities to make their own choices. She does not always use routines to promote children's development, for example, although she provides a spoon and a fork to help children eat lunch, children use their fingers and she does not encourage them to attempt to use the cutlery.

The childminder does not consider children's developmental starting points in detail when they start attending. This means she has limited knowledge of the progress made by children during their time in her care. However, she has now started using the guidance linked to the Statutory framework for the Early Years Foundation Stage to assess children's development against what would be expected, if they are developing typically for their age. This means she is able to alert parents should their children not make expected progress. However, she is not as yet using this information effectively to plan activities. For example, although she provides activities that children can do well, which boosts their self-esteem and confidence, she does not consistently plan effective opportunities to develop aspects of their learning in which they are making less progress. This means that although children generally enjoy their time at the setting and are occupied, activities lack a good level of challenge and children's good progress in all areas of learning is not assured. This means children are less likely to be well prepared for the next stage in their learning.

The childminder attends toddler groups on most days. This gives children opportunities to experience a wide range of activities and to learn to communicate and cooperate with other children. However, activities do not always support children's age and stage of development. For example, artwork in children's files completed at these sessions are often adult controlled and not age appropriate. This means children do not have many opportunities to investigate and have a go themselves, and they are not encouraged to concentrate well or learn to overcome difficulties.

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

The provision is inadequate because the childminder does not ensure the safety of the children. She has not adequately assessed the safety risks within her home, or minimised hazards to allow children to move freely and play safely. This is because she relies too

much on prepopulated risk assessment forms that do not take into account individual circumstances. Some risks in the garden are not identified and others not adequately controlled. For example, planters placed on top of a high wall that edges the lawn could be knocked down onto other children playing on the patio below. The childminder places chairs across the bottom of a flight of steps to prevent children climbing them to the lawn area, and to the unguarded drop. This does not adequately control the risk, should the childminder be distracted by an unforeseen event. In addition, although her risk assessment identified that a stair gate should be fitted to the kitchen door to prevent children from falling down the stairs, this is not always in place when children are being cared for. However, the childminder ensures children get daily fresh air and exercise as they walk to school and visit toddler groups and local attractions, such as farm parks and play centres. She teaches children about keeping safe when they go for walks and she regularly involves them in fire drills.

Children are settled and secure in the childminder's care as she provides a warm and welcoming environment. This helps promote children's well-being and self-esteem. The childminder talks to parents every day and usually notes information about their day in a daily diary. She has developed secure relationships with the children. The childminder gets some toys out for them and they enjoy helping her complete a puzzle. However, children do not have a good choice of toys or activities. This is because toys are mostly stored out of sight and the childminder underestimates young children's abilities to choose activities and resources for themselves. This means that children have little opportunity to develop their own interests and make their own choices in play. However, the childminder ensures children's health is promoted well. For example she teaches children to wash their hands before eating and provides them with healthy snacks and meals. She ensures they can drink when they are thirsty. Children sit and eat their lunch together at the kitchen table. The childminder ensures children do not feel different to each other and helps them develop a sense of community. For example, parents provide food for children with special diets, so she tries to ensure she provides the other children with similar looking food. This means they begin to learn appropriate social behaviour. However, the childminder does not use this as a time for learning. For example, she does not help children to use cutlery she has provided to eat their food. However children's behaviour is good because the childminder is a positive role model and she provides consistent, caring routines that help children feel secure.

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

The provision is inadequate because although there were breaches of the welfare requirements relating to risk assessments at the last inspection, the childminder does not use risk assessment effectively to help to ensure children's safety. Some control measures for identified risks are not in place and other risks are not assessed, or are inadequately controlled. This is also a breach of the requirements of the Childcare Register. This means children are at risk of harm. However, the childminder has completed the required safeguarding training and has a sound understanding of the signs, symptoms and procedure to follow if she has concerns regarding a child in her care, and this helps protect children's welfare.

The childminder does not consistently provide children with a safe and effective learning environment because she does not reflect on her practice enough. This means she does not accurately assess her strengths or identify areas for improvement. It also means she has not made good progress in developing areas that were highlighted during the last inspection. She does not use the self-evaluation process to accurately assess her provision. For example, her written self-evaluation form states a second floor bedrooms can be used to accommodate sleeping children in travel cots, but at the inspection she said she does not use the second floor, because it is too far away from the playroom and there are no stair gates fitted to the stairs. Although the childminder has completed a qualification in children's care, learning and development, she has a limited understanding of the learning and development requirements of the Early Years Foundation Stage. For example, she is unclear about the characteristics of effective teaching and learning. However, the childminder provides activities that generally promote children's development in the prime areas of learning. She is beginning to assess the children's stage of development and has systems in place to complete the required progress check at age two. This means she is able to identify any children who do not make sufficient progress and who may need extra support to close gaps in their learning. However, these systems have not been in place long enough to demonstrate children's rate of progress in each of the areas of learning. This means she cannot accurately assess the effectiveness of her provision in promoting children's development.

The childminder exchanges information with parents daily and usually writes care information and notes about children's activities in a daily diary. She also keeps a file that contains photographs and notes about children's activities. This helps inform parents about their child's progress. Children do not currently attend other settings. However, the childminder demonstrates an understanding of the importance of developing good relationships that support continuity of care with other settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register).

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	EY387843
Local authority	Leeds
Inspection number	821722
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	21/07/2009
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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