

Inspection date

Previous inspection date

17/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder has a good understanding of the safeguarding and welfare requirements and she constantly promotes children's safety by making sure that her home is secure.
- The childminder has a good knowledge and understanding of the different ways that children learn. Therefore, she actively supports the children by providing interesting and challenging activities and resources for them to make good progress in their learning and development.
- The well-established settling-in procedure fosters a positive sense of belonging in the children, and supports the childminder in getting to know them well.
- Partnerships with parents and others are good because the childminder generally involves parents in their children's learning and constantly builds links with other professionals to support the children in their development.

It is not yet outstanding because

- There is scope to improve information sought from parents about their children's learning and development when they first start to attend, to support the childminder in gaining a fuller picture of children's development, and to use this information to inform their starting points.

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 the views of parents from the childminder's own parent survey.
- The inspector spoke to the childminder and conducted a joint observation.
The inspector looked at children's assessments records and planning
- documentation, and checked evidence of appropriate training and the self-evaluation form.

Inspector

Thecla Grant

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 12, 10, and three years in the Bramhope area of Leeds. The lounge, playroom and rear garden are used for childminding. The family has a pet dog.

The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates Monday to Friday from 7.30am to 8.20am and 3.15pm to 6.15pm during term time, and from 8am to 6pm in the school holidays, except 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:

- enhance the information shared about children to include what parents know about their children's learning and development, and use this as a starting point to assess children's development, to gain a more rounded picture of their progress.

Inspection judgements

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

The childminder provides interesting and challenging experiences for children to learn through their exploration and investigations. She skilfully poses questions to support the children in making decisions, for example, as they build complicated tracks to test whether the car will derail as it runs along them. She then challenges their thinking to solve the problems that arise. For example, when the car runs slower, they are asked what they think is happening and how they can resolve the issue. As a result, they change their strategy and switch the 'off' button, saying 'I think I'll let it rest for a while to save the battery'. This means that children make connections with how things work. They also confidently express themselves when making decisions to solve a problem. In addition to this, children know how to use simple technology to make things work and are ready for the next stage of their learning.

The childminder actively plans for the children by linking into the planning from school and nursery. As a result, children look for spiders webs and mini beasts to extend the theme from school, and feel different textures during the cooking activity to support their theme from nursery. The childminder also completes precise assessments on the children and uses these to plan for their interests and the next steps in their learning and development.

For example, children who need support in developing their social skills are encouraged to take part in group activities, such as mark making to guess what each other have drawn. The childminder also tracks children's development to assess their progress and has plans in place to support children who need additional support. As a result, children are making good progress in their learning and development.

The childminder works generally well with the parents to include them in their children's learning. She shares information about the children's development with their school and nursery. However, there is scope to improve the information shared about what parents know about their children when they first start to attend. In addition to this, parents are actively involved in their children's progress check at age two and are fully encouraged to record their children's interests to support the childminder in planning for their learning. This means that parents are actively involved in supporting their children's learning and development at home.

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

The childminder offers a warm and welcoming environment to support the children in fostering a positive sense of belonging. For example, children know which face cloth belongs to them because they know which colour is theirs. The childminder also has a well-established settling-in procedure to support her in getting to know the children well. As a result, she has developed a good relationship with the children and their parents. Children's self-esteem is promoted well because the toys and equipment are organised so that they can easily access them. Therefore, the children act independently in their environment. Children know how to behave at the setting because they have helped to make the house rules. As a result, they treat each other with kind hands. They also know how to behave on the way to and from school and nursery because the childminder has a consistent routine. Therefore, the children know what to do and remind each other of what is acceptable behaviour and what is not. This means that children's behaviour shows that they feel safe in the setting.

Children's health is promoted through plenty of fresh air and exercise. Children regularly visit the local park and go for walks in the field near the childminder's home. They also have access to the garden from the playroom where they can use the swings and trampoline. The childminder makes sure that water is readily available for children to access independently, and they confidently manage their own personal needs. Mealtimes are a social occasion; during this time the children are encouraged to discuss their interests and to wait for each other to finish eating before they leave the table. This means that children also learn about table manners and build strong relationships with their peers. This also supports the children who attend nursery to be ready for their transition to school. The childminder cares for children who already attend school and nursery. However, she supports the nursery in preparing children for school by encouraging them to find their own peg at nursery and to dress themselves.

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

The childminder has a good understanding of the safeguarding and welfare requirements. For example, she has made sure that children cannot access any dangerous substances, and all fire safety equipment is in place. In addition, the childminder's home is secure to ensure that intruders cannot access her home. This means that children are safe in the childminder's setting. The childminder also shares information of all adults living on the premises with the registering body. Therefore, all adults who have contact with the children are suitably vetted. The childminder has a good understanding of the child protection procedures and has devised a clear and concise policy that includes the signs and symptoms of abuse and the telephone number of who to refer any concerns to. This means that children are safe and protected while at the childminding setting.

The childminder has clear arrangements in place to monitor the educational programme. She has devised a record form to link the areas of development with the resources she uses to support children's learning. Therefore, children access resources that are age appropriate, challenging and interesting. In addition to this, the childminder monitors the planning and assessments by using tracking tools. This means that she is able to accurately assess the progress that children are making and plan for children with identified needs. The childminder is also keen to keep abreast of how to support children's learning and development. She has booked onto a communication and language course to support the children in her care. Therefore, the childminder is committed to improving her professional development, to continue to offer rich experiences to children and respond to their individual needs.

Partnership with parents are generally good. They are invited into the setting to discuss their children's development, and they share their views through various formats, such as emailing and completing the questionnaire devised by the childminder. The childminder has also devised a monthly newsletter to share the activities their children have enjoyed. Partnerships with other providers are very well developed. The childminder has good links with the school and nursery, who share their themes and topics with her. The childminder also demonstrates a keen drive for improvement, therefore, she evaluates her setting to improve her practice. As a result, she has identified her strengths and weaknesses, and plans are in place to link in with outside agencies to support children in their development.

The Childcare Register

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

Unique reference number	EY466243
Local authority	Leeds
Inspection number	933635
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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