

Inspection date	05/03/2014
Previous inspection date	26/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children enjoy their time in the childminder's care and have formed secure attachments. This enables children to feel safe, happy and relaxed in her care.
- The childminder provides a safe, stimulating environment which enables children to make good progress in relation to their starting points.
- Areas for improvement are considered through effective use of self-evaluation which also takes into account the views of children and parents.

It is not yet outstanding because

- Parents are not always provided with effective opportunities to contribute to their child's learning journals so the childminder can incorporate knowledge of their child's ongoing achievements at home into children's play experiences.
- There is scope to share ideas with parents so they can become more involved in supporting their children's learning at home.
- Partnerships and the exchange of information with other providers are not always used effectively to build and further enhance children's learning.

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 children's play and the childminder's interaction with them.
- The inspector had discussions with the childminder at appropriate times during the inspection.
- The inspector checked evidence of suitability for the childminder and other people living at the premises.
- The inspector looked at a selection of policies, the childminder's self-evaluation, child records and assessment documentation.

Inspector

Alyson Thorburn

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged 16 in a house in Bramley, Leeds. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed rear garden available for outdoor play.

The childminder attends regular toddler groups as well as visiting a local park and library on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to contribute to children's learning and development records by encouraging them to share knowledge of their child's ongoing achievements when they are not in your care
- enhance the already good partnerships with parents by further developing strategies to share information and promote learning at home
- build on existing communications with other providers that children simultaneously attend to enhance continuity in their learning and development.

Inspection judgements

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

Children are happy and settle quickly within this warm, safe and stimulating environment. They benefit from a caring childminder who has a good knowledge of how to meet their individual learning and care needs. Through observations and discussion with parents the childminder evaluates each child's abilities, using this information as a basis to plan opportunities to further extend their learning. As a result, children make good progress in all areas of their learning and development.

The childminder's teaching gives emphasis to the development of children's communication skills. She supports their development through positive interactions,

commenting on her own and also their actions. For example, whilst young children are playing with building bricks, she enhances their learning by identifying colours and modelling positional language, such as "the yellow brick" and "on the top". Children also participate in songs and actions games, such as 'wind the bobbin up' and 'head, shoulders, knees and toes'. Very young children enjoy dancing to nursery rhymes; they smile and laugh as the childminder asks "Are you dancing?"

Children are happy, confident and motivated learners. They actively explore their environment and learn through a balance of child-initiated and adult-led play. The childminder further supports their development by taking children to various places of interest, such as toddler groups. This provides opportunities for them to meet other children thereby promoting social skills and enabling them to learn about the community in which they live. As a result, children are gaining the key skills to prepare them for their next stage of learning. Parents are encouraged to read and comment on their child's learning journey records. However, the childminder does not yet fully involve parents in contributing to these accounts through the sharing of their experiences of their child's learning and achievements at home.

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

Care practices are given prominence with the childminder working closely with parents to ensure that she has a good knowledge of each child's likes, dislikes and routines. The childminder's nurturing nature results in children feeling safe and secure, this also promotes their emotional health. Children's confidence is further fostered through the calm interactions of the childminder. She is a good role model; talking calmly to the children, she praises their achievements developing their self-esteem.

Children's behaviour is good as from an early age they are supported to develop good social skills. For example, they learn about turn taking and sharing through the activities they enjoy together. The childminder provides children with a wide range of age-appropriate resources indoors and outside. These are easily accessible and children confidently help themselves to toys and equipment. They develop their independence and cooperation skills while being well supported by the childminder who plays alongside them at all times. Resources are changed regularly to provide further choice and stimulation.

Children develop their physical skills while taking part in action songs and rhymes. They enjoy playing with age-appropriate ride-on toys and equipment in the garden. As a result, children are learning about the importance of fresh air and physical exercise as part of maintaining a healthy lifestyle. The childminder works with parents when providing meals and snacks to ensure foods are of an appropriate texture to suit the needs of the children attending. The childminder shares knowledge gained from attending an oral hygiene course about the damaging effects on young children's teeth caused by drinking juice from feeding bottles and infant cups. She advises her parents of the consequences of this practice and encourages children to drink water instead. The childminder uses appropriate equipment, such as safety gates to ensure children can move around her

home in freedom and safety.

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

The childminder has a good understanding of how to keep children safe and is knowledgeable about the procedures to follow if she had a concern about a child. This is demonstrated through the range of policies and procedures the childminder has in place. For example, she ensures her home, activities and outings are safe through the conducting of assessments and taking necessary actions to minimise identified risks. The childminder also keeps her understanding of safeguarding and knowledge of first aid practices up-to-date through participation of regular training. Furthermore, she ensures all people within the household have completed appropriate suitability checks.

The childminder's good knowledge of the requirements of the Early Years Foundation Stage ensures that children's overall well-being and education are successfully promoted. She has a secure understanding of the areas of learning and how children learn. Conducting regular observations of children's achievements, the childminder uses these to monitor that children's development is age appropriate and they are making progress towards the early learning goals. This also enables her to plan activities that reflect the interests of the individual child and offer activities that continually support their advancement as they learn through their play.

Recommendations from previous inspections have been fulfilled. The childminder is committed to making continuous improvements to her provision with a willingness to participate in further training opportunities to enhance her skills further. She has for example taken part in a quality assurance scheme. Likewise the childminder recognises the benefit of gathering the views of parents and children as part of any evaluation process she undertakes. This demonstrates a good capacity to reflect on practice and provision to further improve outcomes for children. Parents report positively on the service the childminder provides. They testify 'it's a great setting -100% happy' and 'I'm very happy leaving my child with the childminder, she is always friendly and my child loves going there'. The childminder also promotes positive working partnerships with other providers that the children attend. She engages in frequent conversations with other providers, namely the reception and nursery teachers to establish the development and continuity of care for the children. However, there is scope use the exchange of information regarding children's activities and progress more effectively to further plan and extend learning whilst they are in her care.

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	EY280411
Local authority	Leeds
Inspection number	877695
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	26/08/2009
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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