

Inspection date	06/03/2014
Previous inspection date	30/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 forms close and caring relationships with children in her care, which enables children to be settled. Consequently, they are happy and have good levels of confidence.
- The childminder works well with parents to support children's learning and development. She has a good awareness of how young children learn, which ensures that all children make good progress in relation to their starting points.
- Children benefit from regular outings to a variety of local amenities, which extend and enhance their learning and development.
- The childminder supports children's emerging speech and communication skills very well. She provides close interaction, responds to what they do and say and repeats words back to them to aid their pronunciation.
- Attention to safeguarding the children is paramount. There are effective strategies in place to make sure that children are protected from harm.

It is not yet outstanding because

- There is scope to extend the range of natural and open ended resources, to support young children's investigation and exploration skills, and for older children to play imaginatively.

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 held discussions with the childminder and spoke to children.
- The inspector observed children in their play and when eating meals.
- The inspector discussed the children's learning and progress with the childminder.
- The inspector checked the childminder's suitability, qualifications and her self-evaluation form, policies and procedures, accident and medication records.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 1990. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Halton, Leeds in West Yorkshire. The whole of the ground floor and rear garden is used for childminding. The childminder visits the shops, library and park on a regular basis. She collects children from the local school. The family has a dog.

There are currently seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday with the exception of family holidays and bank holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- extend opportunities to use open ended and natural resources, such as shells, feathers, wooden objects and material, to enhance children's exploration, investigation and imaginative play.

Inspection judgements

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

Children make good progress in the care of the childminder as she has a good knowledge of the seven areas of learning and fully supports children's development. Therefore, she plans activities and resources that promote children's development in all areas of learning. The childminder observes children as they play, assessing this information effectively and using it to plan for their next steps in learning. She evaluates the daily provision, ensuring that children have plenty of time to determine their own play and to participate in adult-led activities. As a result, children play an actively involved and are well prepared for their future learning. The childminder's good communication with parents means that they have opportunities to share daily news about their children's learning and development.

A good range of resources, such as, books, puzzles, small world and construction equipment, are stored in boxes that are easily accessible to the children and allow them to make independent choices in their play and learning. The childminder plans activities well, intervening appropriately and confidently, enabling children to take the lead when appropriate, therefore, encouraging them to develop their thinking skills. For example, children have time to explore and experiment with the collage materials and discuss shape colour and pattern making. The childminder encourages them to extend this and talk

about how different textures feel. She then demonstrates how to repeat patterns and the children thoroughly enjoy trying this. This effectively supports their creativity, language and mathematical development. Children become absorbed in play of their choosing and, through supportive interactions, become explorers and thinkers. For example, children choose to play in the role play area and spend time using and sharing the cups and saucers, supporting their social development. The acquisition of communication and language skills is well supported as the childminder models language effectively. The childminder describes the action of pouring with 'whoosh' and the colours of the cups are identified as they are passed to the children. However, there is room to enrich the use of natural and open-ended resources to enhance children's learning and encourage their sense of exploration and imaginative play experiences even further.

Children participate in a variety of activities that promote their physical development. For example, they enjoy daily walks to school and the park, where they play ball games and use the large climbing equipment, helping them to develop skills in balance and coordination. Children are offered appropriate opportunities to develop their awareness of diversity. For example, they look at books that give information and positive images about other ways of life and all children are encouraged to participate in the activities provided. The childminder's effective teaching and sensitive interaction with children promotes the development of their language and communication skills. For example, she talks with them about recent events, such as pancake day, and about how this can be incorporated into their play gently encouraging them to take turns to speak and to listen to each other's contributions.

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

The childminder forms close and caring relationships with the children in her care. This enables them to settle particularly well and consequently the children are happy and display good levels of confidence. The childminder takes time to find out about the children's interests and routines. For example, information is exchanged with parents during settling-in sessions about dietary needs, allergies and routines to ensure that these are accurately met and that care is consistent. The childminder speaks to parents each day about their child and has formed strong attachments with both children and parents. As a result, children quickly feel at ease and begin to form trusting relationships. For example, they seek reassurance when they feel unsure of visitors or are tired and the childminder quickly recognises their unease by comforting them. She recognises when children are tired and hungry and meets their needs effectively. They smile and laugh with her and they enjoy cuddling close to the childminder as they share play experiences. This gives children a strong base and high levels of confidence and self-esteem to make good progress. Children demonstrate confidence as they explore the resources and the childminder is always on hand to support their play and as a result, children's behaviour is good as they play cooperatively together and care for younger children. She rewards good behaviour with praise; the overall atmosphere is one of calm, so children are happy and focused during child-initiated and adult-led play.

Children learn about safety through the childminder's calm reminders and expectations.

For example, they are reminded to sit on their bottoms on the chairs, so that they do not fall off. Children's health and safety is effectively maintained through the implementation of the childminder's policies and procedures. For, example, she has completed a paediatric first aid course to ensure children's safety and well-being is paramount at all times. Children have healthy meals and snacks prepared by the childminder who takes into account parental wishes and dietary requirements. The childminder is a good role model and follows established hygiene routines. The children develop good self-care skills, for example, washing their hands and using the toilet. The childminder provides fresh drinking water for the children in individual drinking cups and they access these throughout the day. She continually assess the risks in her home and identifies any potential hazards quickly, ensuring children are healthy and safe in the environment. Copies of the policies are shared with parents.

Children are prepared for the move to school and for their future learning. This is because children learn exceptionally positive skills and attitudes to exploring and learning, building friendships and their self-care. Links with local school are established to ensure continuity of care. Regular visits to the local Sure Start centre, parks and shops enhance children's experiences and provide additional opportunities for social interaction.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities, with regard to safeguarding children. She has completed training to support her understanding of child protection. Children remain safe and secure in the childminder's care, as she conducts thorough risk assessments of her home, garden and outings. Appropriate records regarding accidents are also kept and parents are informed. The childminder shows a commitment to further personal development by attending relevant training events that become available and has gained her level 3 childcare qualification. This has helped the childminder to raise the level of teaching and understand further her role and responsibilities.

The childminder demonstrates that she has a good understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. She has policies and procedures in place that show how they link to these requirements and these are maintained to a good standard. They are stored in an easy accessible folder so they are readily available. Children's records, contracts and parent consent forms are well organised in separate compartments of a file to ensure confidentiality. This helps the childminder quickly identify and meet children's individual needs. The well-thought out daily activities help her to ensure that she covers each area of learning with a good balance of adult-led and child-led activities or plans for the availability of resources to support children's learning. The childminder is aware that children develop at their own rate. Through observing the children at play, she assesses their skills and strengths, identifying any further support needed, so that the children make good progress. The childminder recognises that children are individuals and that they learn in different ways. She is fully committed to record keeping and uses these records to carefully track the children's learning from their starting points.

Partnerships with parents are established, ensuring children's development is effectively enhanced, while supporting their needs and smooth transitions from home and to school. The childminder has a clear understanding of her responsibility to work in partnership with parents and other professionals to enhance learning opportunities and to seek early intervention if required. Parents share information about their child when dropping off and collecting their child.

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	319718
Local authority	Leeds
Inspection number	877049
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	30/04/2009
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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