

Inspection date	25/04/2014
Previous inspection date	12/03/2009

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 supports children's individual learning needs very well, which means they are making good progress towards the early learning goals and are ready for the next stage of their learning.
- Children are effectively safeguarded because the childminder has a good knowledge of child protection and is clear about following policies and procedures. As a result, children are kept safe.
- The childminder effectively supports children to feel welcome and valued in the setting, resulting in children who are eager to learn.
- The childminder has developed good working partnerships with parents. She purposefully uses their contributions to form well-informed starting points on children's development.

It is not yet outstanding because

- There is scope to enhance the very good monitoring of children's progress so that activities extensively challenge children to help raise their attainment to the highest level.

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 lunchtime and activities in the main indoor play space.
- The inspector looked at children's assessment and planning records.
- The inspector checked the information of the people living at the address.
- The inspector held discussions with the childminder, including recent and planned improvements to the setting.

Inspector

Samantha Firth

Full report

Information about the setting

The childminder was registered in 2005. She lives with her three children aged 13, nine and two years in a house in Otley, near Leeds. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden for outdoor play. The family have a dog, a rabbit, fish and stick insects. The childminder takes and collects children from school. She also attends parent and toddler groups and provides a variety of experiences within the local community and beyond. The childminder operates from 8am until 6pm, all year round, except for family holidays. There are currently five children on roll in the early years age range and the childminder cares for children who speak English as an additional language.

What the setting needs to do to improve further

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

- consolidate the process to monitor and track the progress of children, so that over time activities extensively challenge children to help raise their attainment to the highest level.

Inspection judgements

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

Children's individual learning needs are met effectively through good quality teaching. The childminder follows children's interests and skilfully asks open-ended questions to support their critical thinking skills. For example, as they read books together, the childminder encourages children to think about what might happen next. Children find out about nature as they show interest in the tank of tadpoles and they discuss with the childminder how they found three tadpoles the day before. In addition, they develop their mathematical skills as the childminder explains she found one more and asks how many tadpoles there are altogether. Children confidently say 'Four'. Children are developing comfortably within the typical range of development expected for their age, according to their starting points and time spent at the setting. As a consequence, they are well-prepared for the next stage in their learning.

The childminder ensures that children receive a balanced and broad range of experiences, particularly outdoors in the local community and beyond. For example, they enjoy visits to the woods, farms and museums. During the inspection children were engaged, motivated learners. They have good opportunities to develop their creative skills and enjoy experimenting with paints, which they mix together to make different colours. The childminder provides a good range of resources, both indoors and outdoors, that supports children to develop in all seven areas of learning and development. These are rotated to

offer variety and to stimulate children's interest. Children are confident communicators because the childminder talks to them, encouraging them to respond. As a result, they develop a good vocabulary, including children who speak English as an additional language.

Parents complete an 'all about me' book when joining the setting and the childminder considers this information when assessing starting points. She then uses this information to effectively plan for children's individual interests and development. The childminder further purposefully involves parents in their child's learning. She makes observations and assessments of development and parents are invited to add to these to share what they know their child can do at home. Younger children take home a daily diary, offering information on care, experiences and development. All of this supports children's all-round development and their readiness for school. Tracking accurately monitors the developmental progress children are making. However, this system is not fully embedded into practice to ensure that activities extensively challenge children to help raise their attainment to the highest level.

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

Children are confident in the setting and readily initiate conversations and activities. Children demonstrate positive relationships and attachments to the childminder, who praises them regularly throughout the day, which develops their confidence and self-esteem. The childminder finds out good information from parents about their child to ensure their individual needs are met. This helps them to make the move from home to the childminder's home successfully. The childminder offers clear guidance so that children understand what is expected of them and as a result, their behaviour is good. The childminder supports children's developing independence effectively during daily activities and routines. For example, she gives time and space for children to choose toys and resources that they wish to investigate and readily respond to invitations to join the play.

The childminder encourage children to manage their self-care skills, such as washing their hands after going to the toilet so that they learn about good hygiene practices. Children are developing a good understanding of the importance of living a healthy lifestyle because they have good opportunities to practise their physical skills in the garden or park on a regular basis. The childminder has a good understanding of childhood nutrition. She ensures children are provided with a good balance of nutritional meals, suitable for their age and stage of development and talks to children about the importance of eating healthily.

Children are cared for in a warm and welcoming home environment, which is risk assessed effectively and the childminder gently reminds them to be careful so that they can safely explore and investigate. Relationships are strong at all levels and the childminder is a good role model. She knows children's families very well, which helps children to feel secure. The good support that children receive helps them build positive relationships, for example, they readily talk about children who are not present and what they like to play

with.

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

The childminder effectively implements the safeguarding and welfare requirements of the Early Years Foundation Stage and has a good understanding of safeguarding. She knows how to keep children protected and what to do if there are any concerns about a child in her care. This understanding includes knowledge on steps to be taken in the event of an allegation being made against her or a family member. Risk assessments are conducted both on and off the premises to identify and minimise hazards to children.

The childminder has attended training for the Early Years Foundation Stage and this has resulted in a good knowledge of how to implement the learning and development requirements for all children. This is reflected in the input children receive during activities and routines to support their individual needs. She monitors children's learning and development; however, there is scope to embed this system to help raise children's attainment to the highest level. The childminder forms good relationships with parents. She liaises with them as an ongoing process to ensure that children's care and learning needs are effectively supported. Comments from parents demonstrate that they are happy with how their children are cared for at the setting, how the childminder communicates and how children progress with their learning. The childminder has a good awareness of her areas for development from her own reflections and those suggested to her by the Local Authority. She welcomes advice from the local authority adviser when they visit the setting, accesses training they provide and also training provided by Professional Association of Childcare's in the Early Years. Since the last inspection the childminder has effectively developed her practice using feedback. For example, she has implemented a system for monitoring starting points of development and effectively uses observations to plan for children's learning.

The childminder forms links with other early years provisions where children also attend to support their care and learning, for example, she shares long-term planning from the local nursery to provide consistency for those children who attend both settings. The childminder informs Ofsted appropriately to significant changes and maintains contact with the Local Authority. She maintains good links with other childminders in the area for support and sharing good practice.

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	EY301982
Local authority	Leeds
Inspection number	820244
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	12/03/2009
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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