

Childminder Report

Inspection date

21 October 2015

Previous inspection date

17 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder creates a warm and welcoming environment. She makes good use of settling-in visits to gather information about children's daily routines and personal needs. Children settle quickly because their care needs are effectively met and their routines remain familiar.
- The childminder has the skills and knowledge to support children's language and communication development well. She uses a wide range of questioning techniques, introduces new words and allows children time to be able to think and answer.
- The childminder knows the children well. They have close relationships which help support children's personal and social development and emotional well-being.
- The childminder plans a range of interesting activities that motivates children and prepares them for their next stage in learning and the eventual move on to nursery and school.
- The childminder provides a wide range of good quality toys and resources to support children's progress across the seven areas of learning. There is a good balance between adult-led activities and opportunities for children to play and lead their own learning.

It is not yet outstanding because:

- The childminder does not consistently promote children's understanding of letters and sounds, which does not fully support their early literacy skills.
- The process of continuous improvement is not always rigorous enough to raise the quality of teaching. The childminder has not used sharp evaluations of her practice to inform a focused programme of professional development.

What the setting needs to do to improve further

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

- increase opportunities to help children recognise letters and practise letter sounds, in order to further develop their early literacy skills
- strengthen professional development so that it supports a deeper understanding of high-quality teaching and learning.

Inspection activities

- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the childminder and discussed children's learning and development with her.
- The inspector checked evidence of the suitability of all people living on the premises and the childminder's self-evaluation form.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector took account of the views of parents through the childminder's questionnaires and as recorded in reference letters.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of keeping children safe. She knows what signs to look out for and what to do if she has concerns about a child in her care. Partnerships with parents are very effective because the childminder uses a variety of strategies to encourage their participation and feedback. She asks parents to share information about their children's progress at home. Therefore, parents are fully involved in all areas of meeting children's individual care and developmental needs and are able to extend children's learning at home. The childminder has completed essential training, such as first aid to support her good practice. Overall, she keeps up to date with early years practice through ideas from the internet, childcare publications and discussions with other childminders and other professionals. However, her programme of professional development is less effectively directed towards raising the quality of teaching to the highest levels.

Quality of teaching, learning and assessment is good

The childminder has good teaching skills and a secure understanding of the Early Years Foundation Stage. She uses this knowledge to undertake detailed observations and assessments of children's development. This helps her identify any gaps in children's learning so that interventions can be put in place to close these gaps swiftly. Children are active learners, for example, they use their imaginations in the toy kitchen and pretend to eat foods they have cooked, showing others what they have made. Children develop a basic understanding of mathematics as they count during their play and identify numbers during the walk to school. However, the childminder does not always maximise opportunities to help older children understand letters and sounds. This means that children have few opportunities to recognise, hear and practise using letter sounds. This does not fully support children to develop their early literacy skills.

Personal development, behaviour and welfare are good

Children learn to be respectful and polite. They play cooperatively together, for instance, when they decorate cakes and use craft resources. The childminder gives children praise throughout their play, which helps children to feel valued and recognise their own achievements. Children understand expectations for behaviour and their behaviour is good. Routines are used effectively to promote children's independence. Children show determination and perseverance, for example, when they attempt to put on their own shoes and coats. Children follow good hygiene procedures. They wash their hands before they have their healthy snack of fresh fruit. The childminder plans outdoor activities and takes children to groups. They have good opportunities to mix socially with other children, develop their physical well-being and learn about the world and local community.

Outcomes for children are good

Children are motivated to learn and are happy and confident in the setting. They make good progress in relation to their starting points and are well prepared for school. Parents' written comments state how children are benefiting from the variety of learning opportunities provided by the childminder.

Setting details

Unique reference number	319800
Local authority	Leeds
Inspection number	868608
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	17 March 2011
Telephone number	

The childminder was registered in 1994. She lives in the Woodlesford area of Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

