

Childminder Report

Inspection date

23 March 2016

Previous inspection date

31 May 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 quality of teaching is good. The childminder plans purposeful learning experiences that help children to make good progress towards the early learning goals. Children enjoy her warm interactions and develop key skills and attitudes in readiness for the move to school.
- The childminder responds sensitively to children's needs. She provides reassurance and praise, helping to promote children's sense of belonging and boost their self-esteem.
- The childminder has created a stimulating environment. She organises resources well so that children can access them freely. Children follow their own interests and explore their surroundings with confidence.
- The childminder promotes children's language and communication skills well. She introduces new vocabulary and questions children to help them express their thoughts and feelings.
- The childminder works closely with other local childminders who she meets with regularly. This provides opportunities for children to play and socialise with others in the local community.

It is not yet outstanding because:

- The childminder does not make the most of her strong partnerships with parents to find out about children's learning at home. This means that she cannot use their knowledge to plan precisely for future learning so that children make optimum progress.
- The childminder does not make the best possible use of professional development opportunities to further improve her teaching skills to the highest level.

What the setting needs to do to improve further

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

- gather more information about children's learning at home and use this to plan precisely for children's future learning
- build on programmes of professional development to extend skills and knowledge further and raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of adults in the household, children's development records and a sample of policies and procedures.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder about her self-evaluation procedures and priorities for improvement.
- The inspector looked at written feedback from parents and children and considered their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The experienced childminder provides a high-quality service for children and their families. Parents compliment her professionalism and say that children flourish in her care. The childminder monitors children's progress closely to close any gaps in their learning. Overall, she uses ongoing reflection effectively to identify weaknesses in practice and drive continual improvement. The childminder gathers feedback from children and parents and uses this well to plan pertinent developments to her practice. The arrangements for safeguarding are effective. The childminder knows the possible indicators of abuse and the procedures to follow if she has concerns about children's welfare. The premises are secure and safety is given high priority. This helps to protect children from harm.

Quality of teaching, learning and assessment is good

The childminder provides a good range of learning experiences that interests and engages children. She skilfully interacts with them to extend and enhance their learning. Children play with dough and pretend they are making birthday cakes. The childminder encourages them to count, talk about shape and compare size, helping to promote their mathematical skills. Children concentrate intently on their chosen activity and have the freedom to revisit activities and make decisions about their play. They handle a wide range of one-handed tools and excitedly transport and mix soil in the garden. Children are gaining control of their movements and developing physical skills. The childminder uses observation well to find out what children already know and can do. She uses this information to plan precisely for their future learning. Parents are kept well informed of their children's progress and have regular opportunities to look at their learning journals.

Personal development, behaviour and welfare are good

The childminder is kind and caring. She gets to know children well and uses effective settling-in arrangements to help them make seamless transitions into her setting. Children are self-assured, happy and settled. They are confident in new situations and are polite and well behaved. The childminder engages children in turn-taking games and helps them to play cooperatively. Children follow good hygiene routines and are provided with healthy snacks. They play outside on a daily basis and enjoy walks in the local area, helping to promote healthy lifestyles. Links with feeder schools and other settings are well established. The childminder exchanges relevant information with them to promote continuity of care and learning.

Outcomes for children are good

Children make good progress in their learning and development. They are motivated and eager to try out new experiences. Children are independent and are acquiring self-help skills. For example, they competently put on their outer clothing before going outdoors. Children's communication skills are developing well. They chat to the childminder as they play and are developing good conversational skills. Children gain the key skills necessary for future learning and are prepared well for school.

Setting details

Unique reference number	319945
Local authority	Leeds
Inspection number	868622
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	31 May 2011
Telephone number	

The childminder was registered in 1994 and lives in the Tingley area of Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for 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

