

Childminder Report

Inspection date

21 July 2015

Previous inspection date

7 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of how children learn and develop through play. The childminder makes accurate assessments of children's progress and plans a wide range of activities and play opportunities that promote their overall development.
- The childminder is knowledgeable about children's individual care needs and responds to them in a timely way. Children are well cared for and settled.
- Children are confident and independent. They welcome the opportunity to make a contribution by carrying out small tasks in readiness for their next activity.
- The childminder regularly updates her safeguarding training. She is clear about the procedures to follow to ensure children are protected from abuse or neglect. This helps to keep children safe from harm.
- The childminder is committed to continued improvement. She keeps up to date with current childcare practice and this has a positive impact on children's good progress towards the early learning goals.
- The childminder keeps a record of the checks she has completed to ensure adults are suitable to work with children. The childminder also ensures that they complete appropriate first-aid and child protection training. This promotes their professional development and also helps to ensure children's safety.

It is not yet outstanding because:

- The quality of teaching is not consistently of the highest quality. Some adults working overlook opportunities to build on young children's vocabulary.
- The childminder does not always support parents effectively enough to share what they know about their children's development in order to inform planning for their future learning.

What the setting needs to do to improve further

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

- enhance the consistency of teaching that enables children to build on their early vocabulary
- enable parents to share more precise information about what their children already know and can do when they first start.

Inspection activities

- The inspector observed activities in the childminder's home and the outdoor environment.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to children and all adults working with them at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documents, including training certificates and suitability checks.
- The inspector spoke with parents and took account of their views.

Inspector

June Rice

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The well-qualified childminder sensitively supports and encourages children as they play. She makes very good use of props, such as large dolls when reading a story to children about keeping themselves safe. Children enjoy the interaction with the dolls, which help them to focus on what is being said. They show good concentration and listening skills as they learn the importance of telling mum and dad what they are going to do. The childminder also makes use of these small-group activities to help children develop the confidence to speak out. Children learn to cooperate with others and wait their turn. The childminder models language well as she explains to children how to paint a piece of bread with coloured milk to make pictures. Younger children are encouraged to repeat the colour of food colourings as they draw lines and circular marks. The teaching is good but there is some variation in practice. Adults sometimes overlook opportunities to help the youngest children to increase the words they use. For example, they do not always talk about what children are doing or name the items they are using.

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

Children arrive happy and receive a warm welcome. Children's interactions with the childminder show that they have a strong emotional bond with her. The youngest children regularly check to see if she is nearby and are reassured by her presence. Children quickly develop good physical skills. They are well supervised as they move around and explore the outdoors. Children learn how to manage risks appropriately. They negotiate obstacles and control their speed as they ride cars up and down a slightly raised path. The childminder and her assistant help children learn to become independent at managing their own personal care. The childminder also teaches children about healthy foods. She talks about the healthy ingredients children are choosing to make their home-made pizza. Children are prepared well for school. The childminder talks about the teachers and children visit the school with her. They become familiar with the new environment and feel confident about the changes ahead.

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

The strategies for encouraging parents to share information about what their children already know and can do when they first join the setting are not always successful. This means that the childminder does not always have a fully comprehensive overview from which to start to plan for children's learning when they first start. The childminder completes a progress check for children between the ages of two and three years. This helps the childminder to identify children's strengths and where they might need additional support. Parents have regular access to their children's development record. Parents talk highly of the childminder and the help she gives them with their early school work, including letters and sounds. The childminder reflects on the quality of the care and education she provides and has addressed recommendations from her previous inspection. She attends regular training. This has a positive impact on children's care and learning.

Setting details

Unique reference number	EY394596
Local authority	Wakefield
Inspection number	859631
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	7 December 2009
Telephone number	

The childminder was registered in 2009 and lives in Wakefield. She operates all year round from 7am to 6pm, Monday to Friday, except for the bank holidays and family holidays. The childminder provides funded early years education for two-year-old children. She holds a childcare qualification at level 3. The childminder works with an assistant at certain times of the day.

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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

