

Childminder Report

Inspection date

17 July 2015

Previous inspection date

22 December 2010

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 secure knowledge of the safeguarding and welfare requirements. She implements comprehensive safeguarding policies and procedures. The childminder is safety conscious and takes positive steps to identify hazards and minimise risks. This ensures that the health, safety and well-being of the children are promoted at all times.
- Children benefit from a wide range of activities that the childminder provides based on their interests. As a result, children are continuously engaged in purposeful play. They have access to experiences across all areas of learning, and the childminder monitors their development carefully to ensure they make good progress.
- Partnerships with parents are well established, enabling the childminder and parents to work together to support the care and learning needs of each child throughout their time with her. Parents speak very highly of how the childminder supports their children's development.
- Children form close bonds with the childminder and show their obvious affection towards her. Children display high levels of confidence and their personal, social and emotional development receives high priority.
- Children behave exceptionally well. This is because the childminder has clear expectations of children and provides a wide a range of age-appropriate activities that keep children highly motivated and engaged in their learning.

It is not yet outstanding because:

- At times the childminder does not always ensure that the environment is quiet enough to fully support younger children's listening and attention skills.
- The childminder does not yet fully involve parents and children in the process of self-evaluation, in order for them to contribute their views of what could be improved in her setting.

What the setting needs to do to improve further

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

- reduce background noise so that the youngest children can fully focus their listening and attention
- develop systems to involve parents and children in the process of self-evaluation, so that they can contribute their views and ideas of improvements that can be made.

Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to her and children throughout the inspection.
- The inspector had a tour of the areas used for childminding, including the playroom, lounge, kitchen/diner, bathroom and rear garden.
- The inspector carried out an evaluation of teaching with the childminder following a planned activity.
- The inspector looked at children's records, a selection of policies and procedures, including the self-evaluation form, and training certificates.
- The inspector took account of the views of parents spoken with on the day and their written comments.

Inspector

Angela Sugden

Inspection findings

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

The childminder understands that children learn best through play. She plans a balance of adult-led and child-initiated activities to promote children's learning. Assessment procedures are robust and enable the childminder to prioritise children's learning effectively. The high-quality teaching ensures that children make good progress, and some make rapid progress. However, on occasions the childminder does not always reduce background noise sufficiently to ensure that the youngest children are able to fully focus their listening and attention skills. Nevertheless, older children display highly developed speech and language skills, which ensures they are well prepared and have the skills they need for starting school. Children's physical skills are developing effectively, both indoors and outdoors. Children are active and motivated in their learning. They play imaginatively together using a variety of role-play resources which help to enhance their creative ideas. Older children's literacy skills are progressing extremely well. They competently write their own name and the names of their family, and discuss what they have written with the childminder.

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

Children feel comfortable and secure with the childminder, who provides a relaxed and calm environment where children enjoy making decisions about their play. The childminder is sensitive towards children's needs, which helps to support their emotional well-being. She has effective settling-in procedures in place and knows the children well. The childminder teaches children how to be safe. She makes effective use of the local area and amenities to promote children's social skills and understanding of the world. The childminder supports children in developing an understanding of good hygiene routines and an awareness of leading a healthy lifestyle. Children are learning how to share and take turns as they play harmoniously together.

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

The childminder understands and effectively implements the learning and development requirements. She and her assistant are well qualified and have attended short courses to ensure they provide experiences which effectively promote children's learning and development. The childminder is a reflective practitioner who closely monitors and discusses the quality of the service she and her assistant provide. Through self-evaluation she is fully aware of her key strengths. She knows the areas she wishes to develop to further improve outcomes for children. However, she does not yet gather views and ideas from parents and children, so that they can feed into the process of continual improvement. The childminder has made good links with the local nursery and school. She has conversations with the staff and finds out about what children are learning. This helps to provide consistency between the different settings that children attend. The childminder ensures that the environment and experiences she provides for children support their understanding of diversity in the local community and the wider world.

Setting details

Unique reference number	EY411383
Local authority	Leeds
Inspection number	851183
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	22 December 2010
Telephone number	

The childminder was registered in 2010 and lives in Drighlington, Leeds. She works Monday to Friday from 7.30am to 6.30pm all year round, except bank holidays and family holidays. The childminder has an early years qualification at level 3. She occasionally works with an assistant.

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

