

Childminder Report

Inspection date

5 December 2016

Previous inspection date

17 October 2012

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

- Children's emotional well-being is fostered well. They develop secure emotional attachments with the childminder who is warm and caring towards them. They readily go to her for support as they play and learn. Children are happy and settled.
- Teaching is good. The well-qualified childminder has a good knowledge of the children she cares for. She understands how young children learn and how she can support the development of what they know, understand and can do. This contributes to the good progress children make from their starting points.
- The childminder has procedures in place to help keep children safe. She practises evacuation drills with children so they understand how to leave the setting in an emergency.
- The childminder has developed good partnerships with parents. They share information with each other regularly about children's progress. This supports children's learning and achievement effectively, both in the setting and at home.
- Support for children who have special educational needs or disabilities is good. The childminder works sensitively and closely with parents, involving other professionals and services as required.
- The childminder explores various methods to maintain her professional development and ensures she keeps up to date with changes. She has developed good relationships with other childminders in the local area. This enables her to share good practice and to develop her own provision further.

It is not yet outstanding because:

- On occasions, the childminder does not give children enough time to put their thoughts into words when questions are asked of them.

What the setting needs to do to improve further

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

- increase the opportunities for children to develop their thinking skills and allow them time to put their thoughts into words when responding to questions asked of them.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation form and evidence of the suitability of adult members of the household.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to providing a good quality provision. She evaluates the service she provides and has identified areas for improvement. For example, the childminder is keen to develop further the outdoor play area. Parents contribute to the evaluation of the setting by completing questionnaires. The arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms that would raise a concern about the safety and welfare of children. She knows the procedures to follow and who to contact in her local authority. She places a high priority on children's safety. She completes thorough risk assessments and takes appropriate steps to reduce all hazards. Parents are complimentary about the care and learning opportunities provided by the childminder.

Quality of teaching, learning and assessment is good

The childminder assesses children's abilities during play activities and carefully plans the next steps in their learning. She tracks children's progress to ensure any gaps in development are identified and planned for appropriately. This includes the completion of the progress check for children aged between two and three years. The childminder provides children with activities that are interesting and stimulating. For example, children excitedly decorate biscuits with icing. She uses this activity to support children's small-muscle movements and coordination skills. The childminder interacts with the children with enthusiasm, joining in with their role play and actively taking on a role. Children who speak English as an additional language are supported well. The childminder finds out familiar words from their home language to support them in her home.

Personal development, behaviour and welfare are good

The childminder's setting is well organised and offers a range of appropriate resources and toys for children to choose from. This helps develop their children's independence. Children learn about healthy lifestyles. They grow rhubarb and strawberries in the childminder's garden and benefit from physical exercise during visits to the woods and parks. This helps to promote their good health. Children socialise with other children at playgroups and other childminders' homes. This helps to prepare them for school. Children behave well and are happy and confident in their surroundings. Children learn to value the beliefs of others and they celebrate different cultural and religious festivals.

Outcomes for children are good

All children, including those who have special educational needs or disabilities and those who speak English as an additional language, make good progress from their starting points. Children's literacy skills are supported well. For example, they write prescriptions during role play and confidently recognise their name on food bags. Children's knowledge of number and counting is supported well. For example, they confidently join in with familiar nursery rhymes that help them to count. Children are enthusiastic, motivated learners who are developing a positive attitude to learning. They are well equipped with skills they need for future learning and are well prepared to start school.

Setting details

Unique reference number	EY444541
Local authority	Leeds
Inspection number	1060110
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 12
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	17 October 2012
Telephone number	

The childminder was registered in 2012 and lives in Horsforth, Leeds. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who have special educational needs or disabilities, and children who speak English as an additional language. She holds an appropriate qualification at level 3. The childminder offers some weekend care.

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 2016

