

Childminder Report

Inspection date

31 October 2017

Previous inspection date

19 May 2014

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

- Partnerships with parents are excellent. The childminder is instrumental in sharing information about their child's learning and developmental needs. Parents offer high levels of praise for the childminder and the co-childminder and highlight the extra activities their children participate in, including nature walks.
- The childminder promotes healthy eating within her setting. She incorporates healthy food choice ideas associated with planned activities. Children taste pumpkin soup after carving pumpkins. The childminder promotes good hygiene practices and encourages children to manage their self-care needs well.
- The experienced and well-qualified childminder works with a co-childminder to complete detailed observations and assessments of children's learning. She follows their lead in play and asks well-timed questions, helping to promote children's thinking skills.
- Children are encouraged to develop very good physical skills. They attend regular outings, including to the beach. Furthermore, children learn to use their whole bodies during trips to the park and soft-play centres.

It is not yet outstanding because:

- Children, on occasions, are not wholly encouraged to develop an awareness of how their own feelings and behaviour have an impact on others.
- The childminder has not identified a highly precise programme of professional development that helps her to stay abreast of latest statutory guidance.

What the setting needs to do to improve further

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

- refine further ways to help children to recognise how their feelings and behaviour have an impact on others
- review professional development opportunities and extend knowledge of latest statutory guidance even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and the co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her co-childminder work together to complete regular safety checks. The setting is secure and children are well supervised. The childminder has a good understanding of the signs and symptoms of abuse and how to follow local safeguarding procedures. She has created additional policies, including the safe use of mobile telephones and cameras within the setting. The childminder liaises with her co-childminder to review children's progress. This helps her to swiftly identify and address any gaps in children's learning. The childminder reviews the overall quality of her practice. Parents complete questionnaires and are actively promoted to express their views on improvements within the provision.

Quality of teaching, learning and assessment is good

Children are actively engaged in their play. They have a good range of resources to choose from and are able to access this independently. Children are confident and motivated to learn. For example, children use a doctor's role-play kit and show a keen interest in the different instruments they find. The childminder role models how to use the different objects and sensitively joins in with children's play. She skilfully promotes mathematical language throughout activities. For instance, she encourages children to identify numbers on a thermometer and count how many pieces of equipment they have.

Personal development, behaviour and welfare are good

The childminder and her co-childminder introduce children to different festivals and celebrations, including from around the world. Parents bring in items from home, such as food, which help to deepen children's experience and understanding. The childminder and her co-childminder take children on trips to the local garden centre where they develop an understanding of how things change according to the seasons, helping to promote their understanding of the world. The childminder provides a highly inclusive environment for children to learn and follow their own interests.

Outcomes for children are good

Children make good progress from what they know and can already do when they first start at the setting. Young children choose to sit close to the childminder to listen to their favourite stories. They excitedly talk about what they see in the pictures and relate this to their own environment, helping to promote children's literacy skills. Children are equipped with the key skills needed for future learning and the eventual move to school.

Setting details

Unique reference number	319521
Local authority	Leeds
Inspection number	1087106
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	18
Number of children on roll	6
Name of registered person	
Date of previous inspection	19 May 2014
Telephone number	

The childminder registered in 1974 and lives in Leeds. She operates all year round from 8.30am to 6pm, Tuesday and Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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