

Childminder report

Inspection date	22 January 2019
Previous inspection date	13 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 are happy and at ease with the childminder, with whom they have secure emotional attachments. The childminder knows children well. She consults closely with parents as children settle and from then on. This helps to promote a shared approach to children's care and learning.
- Children develop a range of skills in readiness for their future learning. They are very sociable and well behaved. Older children, due to leave for nursery, show particularly good levels of focus, engagement and concentration and have a positive approach to learning.
- The childminder has a good understanding of child protection issues. She updates her safeguarding knowledge by completing training. This helps her to identify general signs of abuse and those related to extreme behaviour and views.
- The childminder makes use of various sources of information and further training to help her reflect on, and improve, her practice and keep up to date with changes.
- Children enjoy a broad range of interesting outings that complement the other good learning experiences they take part in. These visits also contribute to children's physical welfare.
- The childminder continually keeps parents informed about their children's achievements, for example, by sharing records of learning. These reflect children's good progress, for example, through linking photographs and observations.
- The childminder does not organise the learning environment to support fully younger children's engagement, independent choices and their interest in exploring and investigating a range of materials, using all of their senses.
- The childminder does not use information obtained from her continuous observation and assessment of children's progress as well as possible, to monitor precisely children's progress and target gaps in their learning.
- The childminder does not exchange highly specific information with other settings that children attend, to help ensure continuity of approach to their learning.

What the setting needs to do to improve further

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

- enhance organisation of the learning environment to support further younger children's engagement, give more opportunities for greater choice and follow their interests to the highest level
- strengthen the use of the information gathered from continuous observation and assessment of children's learning, to monitor their progress and target any gaps in their learning with greater precision
- exchange more precise information with other providers, to promote a greater shared and consistent approach to children's care and learning.

Inspection activities

- The inspector observed activities indoors and the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documents, children's records of learning and evidence of the suitability of persons living in the household.
- The inspector spoke to the childminder and children during the inspection.
- The inspector looked at letters from parents and took into account their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder completes effective risk assessments. This helps to enable children to play freely in a secure environment and stay safe while on outings. The childminder supervises children closely and sensitively reinforces their understanding of dangers and managing risks. For example, she reminds them not to climb on a small plastic table. The childminder exchanges ideas with other childminders and uses a range of strategies, including her membership with childcare organisations and access to online learning resources, to help her to develop her childminding practice.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to support their children's priorities for learning, such as the development of communication and language skills and toilet training. She actively encourages parents to share their own observations of any new achievements at home. As children play, the childminder supports their learning well. For example, she encourages children to look in a mirror at their own facial features before they create a funny face on a plastic potato head. Older children show great imagination and enjoyment. For example, they delight in completing a fire fighter story and puzzle book. As children play, the childminder interacts with them using skilful questioning and provides an ongoing commentary. Younger children enjoy pretending as they dress up in the fire fighter hat.

Personal development, behaviour and welfare are good

The childminder is a positive role model. She supports children to develop their early social skills. For example, children have opportunities to interact with others, such as during weekly visits to local toddler groups, the library and park. The childminder reminds children about what is expected of them which helps them to develop a sense of responsibility for their own actions. For instance, she encourages children to put away books. The childminder encourages children to follow good hygiene routines which helps them to stay healthy. Children have plenty of fresh air and exercise. For example, they go on nature walks linked to favourite stories. They also enjoy bug hunts using magnifying glasses and viewing boxes. The childminder reinforces children's understanding about healthy eating, for instance, during baking activities, visits to the supermarket and reading information books.

Outcomes for children are good

Younger children learn to share and take turns as they play alongside their older peers, for instance, with cars and a garage. Children practise their early literacy skills. They enjoy stories and mark making. Older children show good pencil control as they draw and give meaning to their marks. Younger children delight in observing how things work as they press the buttons on toy cars that then move quickly across the floor. Older children show problem-solving skills, for instance, while turning pieces of the puzzle around to successfully complete a jigsaw.

Setting details

Unique reference number	319536
Local authority	Leeds
Inspection number	10069516
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 November 2014

The childminder registered in 1984. She operates Monday to Thursday, all year round, from 7.45am to 5.30pm, except for bank holidays and family holidays.

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