

Childminder report

Inspection date	28 January 2019
Previous inspection date	1 September 2015

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

- Parents highly praise the childminder's committed approach. The childminder informs parents about the progress their children make. She has established successful communication systems to enable parents to be involved in their child's ongoing learning.
- The childminder understands how children learn. Overall, the childminder provides a range of stimulating activities based on children's interests.
- The childminder takes children to a variety of groups and local attractions in the community. This helps to promote children's social skills and offers them a broad range of experiences.
- The childminder considers the views of parents and children when reflecting on her practice, for example, parents complete a questionnaire. Clear priorities to improve paperwork are identified to drive development.
- Children feel at home in the warm and welcoming nursery. They build secure attachments with the childminder and enjoy plenty of cuddles and affection.
- The systems for monitoring children's progress are not consistently sharply focused to support children to make even better progress.
- The childminder has not yet established highly effective links with all schools and other settings that children attend, to share relevant information about children's care and learning.

What the setting needs to do to improve further

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

- strengthen the assessment procedures to support children to make even better progress
- extend ways to share information about children's progress and next steps in learning with all schools and other settings that the children attend, to promote continuity in their experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated it with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents, including a sample of policies and procedures and checked evidence of the suitability of the childminder and household members.
- The inspector viewed written feedback provided by parents prior to the inspection and took account of their views.

Inspector
Julie Dent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is familiar with local safeguarding procedures and is alert to the signs that indicate concerns about children's welfare. Thorough risk assessments help to ensure that children's safety is maintained. The childminder takes necessary steps to minimise potential hazards. She makes sure that children are kept safe on outings, as well as on the premises. For instance, the childminder carries out frequent fire drills to teach children how to respond in an emergency. Clear policies underpin her good practice and these are shared with parents. The childminder is conscientious about keeping her knowledge and skills up to date. For example, she carries out research and meets with other childminders to share good practice.

Quality of teaching, learning and assessment is good

The well-resourced and accessible environment helps children to be independent and make decisions about their play and learning. The childminder supports children's interest in imaginative play effectively. For example, the childminder provides a running commentary as children delight in pushing around dolls in pushchairs and hold a tea party with them. She plays alongside the children and uses descriptive words that help to extend children's vocabulary. The childminder makes good use of opportunities to extend children's learning. For instance, when children are painting and show an interest in colours, she seizes the opportunity to engage them in colour mixing. Children persevere and remain focused for extended periods of time. This is demonstrated when they repeatedly attempt to twist and press intricate buttons on interactive toys. They eventually succeed and develop their concentration and physical coordination.

Personal development, behaviour and welfare are good

The childminder promotes children's developing awareness of healthy lifestyles. She talks to them about why it is important to maintain good personal hygiene. Children grow in confidence and ask for help when needed. They learn to manage their personal needs successfully. The childminder supports children well to learn the boundaries of behaviour, giving them clear, consistent guidance and an explanation of her expectations. Children enjoy a range of experiences that teaches them about people in the wider world. For example, they learn about different cultural festivals and celebrations.

Outcomes for children are good

Children are working comfortably within the range of development typical for their ages. They learn to hold paintbrushes correctly and make purposeful marks. This supports their early writing skills. Children develop the necessary skills for the next stage in their learning and the eventual move on to school.

Setting details

Unique reference number	319681
Local authority	Leeds
Inspection number	10064229
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 September 2015

The childminder registered in 1987 and lives in Armley, Leeds. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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