

Childminder report

Inspection date	16 May 2019
Previous inspection date	21 October 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

- The childminder has a very good understanding of how children learn. She uses her expertise and skills to ensure that children are provided with high-quality learning experiences. For example, the childminder provides opportunities to develop children's understanding of numbers, size and shapes, helping their development in mathematics well.
- Children are happy and settled in the childminder's care. They demonstrate secure attachments with the childminder, which helps to raise their emotional security and confidence.
- The childminder has established a system to help her successfully track and monitor children's learning. This helps her to identify any gaps in children's development and swiftly put plans into place to help close these gaps. This contributes to the good progress that children make in their learning and development.
- The childminder is supportive and kind to children and promotes their good behaviour. Gentle reminders and appropriate strategies, based on each child's age and stage of development, help children begin to understand that there are rules and boundaries that help to keep them safe.
- A good range of policies and procedures underpin the childminder's practice and help to ensure that children are kept safe and protected from harm.
- The childminder does not make the most of all opportunities to encourage parents to share information on entry and about children's ongoing learning from home.
- On occasions, the childminder does not model the correct pronunciation of words clearly to fully extend children's communication and language skills.

What the setting needs to do to improve further

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

- make the most of all opportunities to encourage parents to share ongoing information from the start about their children's learning from home
- model words more effectively to ensure that children learn how to pronounce them correctly as they develop their communication and language skills.

Inspection activities

- The inspector observed play and learning opportunities for children and undertook a joint observation of an activity with the childminder.
- The inspector talked to the children and held a number of discussions with the childminder.
- The inspector reviewed relevant documentation, including the suitability of household members, children's learning records and a sample of policies and procedures.
- The inspector viewed areas of the childminder's home used for childminding.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

Inspector
Kerry Holder

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a clear understanding of the actions to take to keep children safe. She has a good knowledge of the issues and indicators that may mean a child's welfare is at risk. The childminder keeps herself up to date with changes in legislation, using training to develop her knowledge further. In addition, she regularly meets with other childminders in the local area to share ideas and discuss good practice. The childminder evaluates her practice on a daily basis to ensure that the needs of the children are fully met. She uses feedback from parents and children through daily discussions to ensure that the provision continues to meet the needs of the children effectively. Partnerships with schools are established. The childminder communicates and shares information regularly regarding children's achievements and assessments. This helps to provide continuity in children's learning and development. Written feedback from parents is positive and demonstrates that they are satisfied with the level of care that the childminder provides.

Quality of teaching, learning and assessment is good

The childminder is actively involved in children's play and generally uses good teaching methods. For instance, she asks children questions, to help develop their thinking skills and knowledge. The childminder promotes children's understanding of sharing and taking turns. For example, she engages children in a game of dominoes, in which they interact cooperatively together. The childminder gives children plenty of praise as they play. This helps them to feel valued and successfully builds their confidence. Children enjoy looking at books and singing songs, to help develop their early literacy skills. As children play with a farm they enjoy identifying animals and mimicking the sounds and actions they make. They use their imaginations well.

Personal development, behaviour and welfare are good

The childminder creates a safe, secure, clean and well-presented environment. The outdoor environment is well used to promote children's learning. Children have opportunities to develop their imagination and physical skills. For example, they jump on a small trampoline and role play with dolls. The childminder provides children with a range of opportunities to develop their independence. For instance, she encourages children to take their own shoes and coats off after returning from dropping children off at school. The childminder promotes healthy lifestyles. Children are provided with a good range of healthy foods and drinks. The childminder provides regular opportunities for children to socialise. For example, she takes children on visits to different playgroups, where they make friends, learn to share and encounter new situations. This helps children to embrace change, such as starting school or nursery.

Outcomes for children are good

Children make good progress and are prepared well for their next stage in learning. They are motivated and inquisitive and are keen to take part in activities that help to prepare them for their move on to school. For instance, children manipulate kinetic sand into models and join in with action nursery rhymes. Older children complete jigsaws that encourage them to focus well and persevere.

Setting details

Unique reference number	319800
Local authority	Leeds
Inspection number	10064236
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 October 2015

The childminder registered in 1994 and lives in the Woodlesford area of Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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