

Childminder Report

Inspection date

6 July 2015

Previous inspection date

16 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good. The qualified childminder has an excellent understanding of how to promote young children's learning and development. She provides rich learning experiences, which follow the children's interests across the seven areas of learning. As a result, children are motivated and make excellent progress.
- The childminder values and celebrates diversity. She ensures that children appreciate and understand the differences between themselves and others. This contributes to everyone feeling included and promotes children's understanding of the world.
- Partnerships with parents are very well established and the childminder regularly discusses children's progress with them. Parents feel that they and the childminder work hand-in-hand together, which helps children achieve the next steps in their learning.
- The childminder and her assistant keep children safe and carry out risk assessments to minimise any possible hazards. Furthermore, they attend safeguarding training which develops their knowledge further. As a result, children are kept safe from harm.
- The childminder's assessments of children's development are precise and accurate. She works closely with other professionals, which means that there is a consistent and joined-up approach to promoting children's development. This helps to close any gaps in children's learning and ensures that they make good progress.

It is not yet outstanding because:

- The childminder's assistant asks good questions, but does not always leave enough time for the children to respond.
- The childminder does not have effective systems in place to monitor her assistant's practice and plan further training to raise the quality of her teaching.

What the setting needs to do to improve further

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

- extend the time given for children to process their responses to the questions they are asked
- monitor and support the practice of the assistant further in order to raise the quality of teaching to the highest level.

Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector talked to the childminder, her assistant and children, at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including children's learning journals and a sample of policies and procedures.
- The inspector observed planned activities, jointly observed an activity led by the childminder's assistant and discussed this with the childminder.
- The inspector took account of the views of the parents spoken to on the day and letters provided for the inspection.

Inspector

Kate Banfield

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She understands how exploring the natural world and investigating insects motivates children to learn. Children concentrate and persist in completing caterpillar jigsaws. The childminder and assistant help children to recognise the sequence of numbers from one to ten and work out what comes next. They use their discussions with children to help them focus on and notice the differences between insects through using books and magnifying glasses. Children show good understanding of size by investigating spaces and what is big enough or small enough to fit in them. Older children play imaginatively with the large spinning cones. They pretend to be snails, moving very slowly with their 'shell' on their backs. This delights younger children who dance around the 'snails' enthusiastically. The quality of the teaching sustains children's interest and learning. However, the assistant does not always give children enough time to consider and fully answer the questions that she asks. This slightly reduces opportunities for children to share their ideas.

The contribution of the early years provision to the well-being of children is good

The childminder and her assistant are warm, positive and nurturing. The childminder provides effective settling-in sessions. She uses these times to get to know the children and find out about their preferences and capabilities from parents. The childminder and her assistant have high expectations of the children and sensitively and gently support them to take turns and to share. All children are extremely well behaved. Children develop their independence. They are encouraged to blow their own noses, wash their hands and put on their own shoes. Children's physical well-being is extremely well supported. The childminder is trained to a high level to support children's physical movement. She provides equipment and opportunities in the garden to intentionally teach and develop children's physical skills. Children make excellent progress in their learning and develop the skills they need for their next stage in learning, including starting school.

The effectiveness of the leadership and management of the early years provision is good

The childminder and her assistant regularly assess children's skills and track their progress. This enables them to identify where support may be needed and secure the correct intervention. The childminder monitors children's learning journals to ensure that they are all making the best possible progress. However, any gaps in the good teaching practice of the assistant are not yet regularly discussed during meetings, in order to promote children's learning to the highest possible level. The childminder is very reflective and is committed to achieving excellence and to making ongoing improvements to her practice. The childminder gains parents and children's feedback through questionnaires, which feed into her plans for improvements. This means that she continues to develop her good service for children and families.

Setting details

Unique reference number	319861
Local authority	Leeds
Inspection number	855315
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	20
Name of provider	
Date of previous inspection	16 December 2008
Telephone number	

The childminder was registered in 1993 and lives in Farsley, Leeds. She works Monday to Friday from 8am until 6pm, all year round, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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