

Childminder report

Inspection date	15 November 2018
Previous inspection date	23 June 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

The provision is good

- Children develop strong attachments with the childminder and settle with ease. They are self-assured and relaxed in the home-from-home environment. The childminder knows children well. She has a caring manner and is responsive to their needs.
- The childminder promotes children's language and communication skills particularly well. For instance, she speaks clearly, introduces new vocabulary and helps children to pronounce more complex words correctly. Children are strong communicators, who learn new words rapidly.
- The qualified childminder uses her good understanding of how children learn to plan purposeful and challenging activities. Children are keen to try new things. They make good progress from their starting points.
- The ambitious childminder uses self-evaluation well to strengthen her practice and improve outcomes for children. Recently, she has developed her garden to provide even more imaginative learning experiences for children who prefer to play outdoors.

It is not yet outstanding because:

- The childminder has not fully considered how young children can be supported to make choices from resources that are not in their immediate reach.
- The childminder has not developed highly effective information sharing practices with other settings that children regularly attend.

What the setting needs to do to improve further

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

- review the organisation of resources indoors to encourage young children to follow their own interests and make independent choices
- build on partnerships with other settings that children attend and share information about children's achievements to complement teaching in the setting and promote continuity in learning further.

Inspection activities

- The inspector had a tour of the areas of the childminder's home used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector considered the views of children and parents.

Inspector
Susie Prince

Inspection findings

Effectiveness of leadership and management is good

The childminder is committed to continually developing her skills, knowledge and practice. She engages in a wealth of professional development activities to strengthen her teaching and raise outcomes for children successfully. For instance, the childminder has developed a greater understanding of how to promote and support children's early literacy development. Parent partnerships are strong. The childminder regularly exchanges information with them about children's achievements and progress. She shares ideas about ways that parents can support their child's learning at home. The arrangements for safeguarding are effective. The childminder has a secure understanding of child protection issues and knows exactly what to do if she has any concerns about children's welfare. She completes robust risk assessments and maintains a safe and secure environment.

Quality of teaching, learning and assessment is good

Children take great pleasure in cuddling up to the childminder to listen to stories. They boldly join in with repeated phrases and engage in discussions about the illustrations. The childminder skilfully interacts to extend children's learning and keep them engaged. Children show good dexterity as they mould and manipulate dough. They handle tools with control and make marks and create shapes. The childminder supports children to count and talk about shape to promote their mathematical skills effectively. She provides sensitive guidance to help children to overcome challenges and work out how to operate equipment, such as a dough press. The childminder accurately assesses children's stage of development and plans precisely for their next steps in learning.

Personal development, behaviour and welfare are good

The childminder provides clear explanations as to why rules exist so that children understand what she expects of them. She continually praises children for their efforts and displays their artwork attractively to help them to celebrate their achievements. Children listen to the childminder and respond to her requests. Their behaviour is good. Children are physically active and have lots of opportunities to play outdoors. They are provided with home-cooked nutritious meals to endorse healthy eating habits successfully.

Outcomes for children are good

Children are sociable and play amicably together. Their physical skills are developing well. For example, they hold pencils effectively and draw circles and lines. Children know how to operate electronic toys and eagerly anticipate repeated sounds. They show an interest in numerals and count as they play. Children have a positive attitude to learning and gain many key skills in preparation for future learning and school.

Setting details

Unique reference number	319913
Local authority	Leeds
Inspection number	10070922
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	23 June 2015

The childminder registered in 1993. She operates all year round from 6.45am to 6pm, Monday to Friday, except during bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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