

Childminder Report

Inspection date

18 June 2018

Previous inspection date

2 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the 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 successfully addressed the areas for development identified at the last inspection. For example, the childminder effectively shares relevant information with other providers to help ensure the needs of all children are met.
- The childminder and her assistant provide a warm and welcoming environment. Children are happy, settled and enjoy their time in the setting.
- Parents contribute to children's learning on entry. The childminder monitors children's development and plans effectively to support any gaps in their learning. All children make good progress from their starting points.
- The childminder supports children's personal and emotional development well. Children spend time with other childminders and children. They have opportunities to broaden their friendship group and socialise with others.

It is not yet outstanding because:

- The childminder and her assistant's programme of professional development is not sharply focused on developing their knowledge and skills to raise the quality of teaching to the highest level.
- The childminder is enhancing the ways to drive forward future improvements and evaluate her setting. However, she does not currently gather feedback from parents or children to take account of their views.

What the setting needs to do to improve further

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

- introduce a more effective programme of professional development and continue to improve knowledge and skills to enhance the quality of teaching further
- enhance the self-evaluation process and involve parents more fully in identifying where aspects of the provision can be improved.

Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact these had on children's learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children.
- The inspector took account of the views of parents through reading the written feedback provided.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Since the last inspection, the childminder and her assistant have completed safeguarding training to ensure they have up-to-date knowledge. This is reflected in their secure understanding of possible signs of abuse or neglect and the referral procedure if they have any concerns. This includes where children may be vulnerable to extreme behaviours or views. Additionally, the childminder understands the procedure to follow in the event of an allegation being made against herself or a member of the household. The childminder carries out daily risk assessments to ensure the premises are safe and suitable for children. Parents make positive comments about how well their children are cared for by the childminder. The childminder monitors her assistant well and regularly meets with her to offer support and coaching.

Quality of teaching, learning and assessment is good

The childminder extends children's language skills well. For example, she develops children's love of books and talks to them about the story and pictures to help extend their vocabulary. The childminder uses very clear language and lots of repetition. Children who speak English as an additional language are supported effectively. The childminder finds out familiar words from their home language and uses communication fans to support children in her home. The childminder supports children's mathematical skills well. For example, she introduces number as she helps children to count the number of fingers they draw. Children develop a respectful awareness of diversity. They learn about a varied range of festivals through craft activities.

Personal development, behaviour and welfare are good

The childminder and her assistant are good role models for children and promote their emotional well-being consistently. For example, they offer effective praise and support throughout the day and help children to feel valued as individuals. The childminder provides a range of toys and resources for children to choose from. She ensures that children develop their independence successfully. Children are provided with healthy meals and have ample opportunities to play outdoors. This helps to support their good health and physical well-being.

Outcomes for children are good

Children gain key skills in preparation for future learning and school. Children develop early mathematical concepts through interesting activities. For example, they grow sunflowers, and talk about how tall they have grown. Children demonstrate good listening and attention skills as they join in with songs and rhymes. They hold pencils effectively and demonstrate control over their movements as they draw lines and circles.

Setting details

Unique reference number	319941
Local authority	Leeds
Inspection number	1132904
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	2 March 2018
Telephone number	

The childminder registered in 1994 and lives in Beeston, Leeds. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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