

Childminder Report

Inspection date	16 October 2015
Previous inspection date	21 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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's teaching is good. She has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She understands how children learn and uses a variety of teaching techniques to ensure all children make good progress.
- The childminder regularly takes children on outings into the local community. This extends their physical play as they visit nearby parks and increases their awareness of their local environment.
- Children's emotional well-being and confidence are supported well. This is because the childminder is very good at using praise and encouragement as children carry out tasks.
- The childminder gives high priority to supporting children to develop their language and literacy. Consequently, children become confident communicators. Younger children, in particular, enjoy looking at photographs in their files which gives them a sense of who they are.
- The childminder works closely with other early years settings that children attend. She shares information about children's learning and development, and plans activities which link to what children are learning at pre-school. This fully promotes continuity of care and learning.

It is not yet outstanding because:

- Strategies used to encourage parents to share information about their children's learning at home are not always successful.
- The childminder reflects on her practice, but evaluations do not sufficiently focus on engaging in ongoing professional development to raise the quality of teaching and children's learning even higher.

What the setting needs to do to improve further

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

- explore more ways to help parents to share information about what children are learning at home
- focus evaluation more precisely on professional development to raise the quality of teaching even higher and promote even better learning outcomes for children.

Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder throughout the inspection.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's self-evaluation form and took account of the views of parents through their written feedback. She also looked at a selection of risk assessments and policy documents, including the safeguarding policy and procedures.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her duties to safeguard children, and implements safe working practices well to promote children's safety and well-being. She is knowledgeable of the procedures to follow in the event of a concern about a child's welfare. All adults who live in the setting have undergone appropriate checks and as a result, children are kept safe and secure. The childminder has a good awareness of her responsibility to fulfil statutory requirements and implements effective policies to support her good practice. She reflects on her practice, taking into account the views of parents, children and others. The childminder has completed essential training, however, plans for her own professional development do not include opportunities to extend her knowledge and improve her already good practice.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and develop. She uses this knowledge to skilfully assess children's capabilities and stage of development, and identifies what children need to learn next, in order to help them achieve at an even higher level. The childminder responds well to children's attempts to communicate by repeating what they say for clarity. This means that children are supported well to acquire language and communication skills. The childminder has effective partnerships with parents, to enable frequent sharing of information. This includes a written summary of the progress check for children between the ages of two and three years. This helps to ensure that all children are working within expected levels. However, the childminder is not as successful at encouraging parents to share more information about what their children are learning at home.

Personal development, behaviour and welfare are good

Children have very good relationships with the childminder and each other. This is because the childminder has a good understanding of age-appropriate behaviour-management techniques. She supports children's independence skills effectively through everyday routines. Children help to tidy up and are very pleased when they are praised by the childminder. This promotes children's self-esteem, helping them to feel safe and secure. Care practices are thoughtfully tailored for each child and sensitively support them to settle into her care. The childminder helps them to learn good values, such as learning how to share, take turns and begin to understand and respect the views and needs of others. Children benefit from regular physical exercise and fresh air. They make full use of the outdoors and nearby amenities to extend their learning.

Outcomes for children are good

Parents' written comments state how much their children enjoy being with the childminder. All children make good progress from their starting points. They are meeting the level of development that is typical for their age and are acquiring the skills they need for the next stage in their learning and school.

Setting details

Unique reference number	320288
Local authority	Leeds
Inspection number	868651
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 7
Total number of places	3
Number of children on roll	7
Name of provider	
Date of previous inspection	21 February 2011
Telephone number	

The childminder was registered in 1998 and lives in the Swillington area of Leeds. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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