

Childminder report

Inspection date	19 July 2019
Previous inspection date	20 April 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 is ambitious and committed to providing good-quality care and education for all children. She follows an astute programme of professional development to continually strengthen her skills, knowledge and practice further.
- The childminder is particularly skilled at promoting children's language and communication skills. For example, she provides a commentary, gestures and introduces new vocabulary. Children are strong communicators and learn new words rapidly.
- The childminder supports children to settle in quickly. She develops strong, positive relationships with children and knows them well. Children are confident and relaxed in the homely environment.
- Children make good progress in their learning. The childminder carefully observes children at play to accurately assess their stage of development. She uses her good knowledge of individual children's needs to track their progress and plan for their next stages in learning.
- Partnerships with parents are good. The childminder communicates well with parents, sharing information and ideas about how they can continue to support children's learning at home.
- The childminder sometimes misses opportunities that arise during play to support children to develop their counting skills further.
- The childminder has not fully considered the organisation of resources to support and encourage very young children to make independent choices.

What the setting needs to do to improve further

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

- provide increased opportunities for children to count to build on their good mathematical skills further
- enhance opportunities for very young children to make independent choices about their play.

Inspection activities

- The inspector had a tour of the areas of the premises 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 jointly evaluated an activity with the childminder.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and children's records.
- The inspector looked at parents' written feedback and considered their views.

Inspector
Susie Prince

Inspection findings

Effectiveness of leadership and management is good

The dedicated childminder is committed to continually developing her service. She uses feedback from parents, children and other professionals to make pertinent improvements to her practice and provision. For instance, the childminder has worked hard to develop her questioning techniques successfully. The arrangements for safeguarding are effective. The childminder has a current and up-to-date knowledge and understanding of child protection matters. She knows exactly what action to take if she has any concerns about a child's welfare. The childminder makes good use of her strong links with local schools to share information and promote consistency in children's learning and care.

Quality of teaching, learning and assessment is good

Children enjoy cuddling up to the childminder to listen to stories. They have a good repertoire of songs and enthusiastically join in with action rhymes. The childminder supports children to investigate malleable materials, helping them to explore texture and make marks. She asks thought-provoking questions and helps children to express their ideas. The childminder is supportive and stays close by to encourage very young children to pull themselves to stand and take their first steps. Children's physical skills are developing well. For example, they skilfully balance objects to create towers and structures. Children show determination as they work out how to fit different sized buckets inside each other. The childminder provides sensitive guidance and instructions to support children to overcome challenges and solve simple problems independently.

Personal development, behaviour and welfare are good

The childminder is full of praise and encouragement, which helps to raise children's confidence and self-motivation well. She supports children to take turns and play cooperatively together. Children's behaviour is good. Healthy lifestyles are promoted well. The childminder offers nutritious snacks and ensures that children wash their hands thoroughly before mealtimes. Children have plenty of opportunities to play outdoors in the fresh air. They benefit from regular visits to playgroups, where they meet new people and develop social skills.

Outcomes for children are good

Children develop many key skills in readiness for future learning and school. For example, they learn how to operate programmable toys and excitedly press buttons to anticipate actions and sounds. Children hold pencils effectively and make random marks. They understand simple instructions and select familiar objects by name. Children enjoy pointing to objects and body parts as the childminder engages them in naming games. They play with toy animals and figures and are beginning to engage in make-believe play.

Setting details

Unique reference number	320618
Local authority	Leeds
Inspection number	10070925
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 April 2015

The childminder registered in 1999 and lives in the Rodley area of Leeds. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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