

Childminder Report

Inspection date	10 December 2015
Previous inspection date	20 February 2012

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 provides a warm and homely environment where children and their families are respected and valued. This supports children's emotional well-being and helps them form secure attachments.
- The childminder provides a broad range of exciting activities. This helps children make good progress in their learning.
- The childminder works in close partnership with parents and with staff at the local primary schools. This effectively supports continuity in children's care and learning.
- The childminder teaches children about road safety during their walk to and from school. This helps develop children's independence and understanding of how to manage risks.
- The childminder is committed to professional development. She is proactive in seeking out ways to continuously improve her practice and meet the individual needs of children.

It is not yet outstanding because:

- Occasionally, older children interrupt younger children's learning by accessing the resources which are stored where younger children play.
- Sometimes, planned group activities do not provide challenge to fully maximise children's learning.

What the setting needs to do to improve further

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

- improve the layout of the environment and ensure that a range of resources is easily accessible for older children
- enhance opportunities for more variation in group activities that fully maximise children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities in the childminder's home and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, children's learning records, and policies and procedures.
- The inspector spoke to parents and took account of their views.

Inspector

Angela Syson

Inspection findings

Effectiveness of the leadership and management is good

The highly committed childminder evaluates the effectiveness of her provision, taking into account the views of parents, and plans for continuous improvement. The arrangements for safeguarding are effective. The childminder carries out robust risk assessments, for example, she identifies and reduces hazards for the walk to and from the local schools. Children also wear reflective jackets which help make them visible during darker days. The childminder and her assistant attend regular training, such as paediatric first aid, to ensure that their skills are kept up to date and help to keep children safe. The childminder provides a wide range of stimulating and meaningful experiences for children which helps them to make good progress in their learning. She monitors how well the children are doing in their learning and shares this information with parents. Any gaps in learning are identified and reduced quickly.

Quality of teaching, learning and assessment is good

The childminder provides a good range of activities and resources to promote children's learning and development in all areas. The childminder places a very good focus on developing children's speech and language. Young children are articulate and confidently take part in discussions. For example, reception-age children instigate conversations with older children about their school Christmas performance. The information gathered about what children can do on entry to the setting is effectively used to plan activities which follow their needs and interests. Regular exchanges of information about children's achievements, and parents' positive contributions to progress reviews, help to ensure that children's learning is effectively supported at home.

Personal development, behaviour and welfare are good

Children have an extremely positive relationship with the childminder. The childminder listens carefully to what they say and values their contributions. The childminder knows children and their families very well and engages in meaningful conversations with children about their family members and pets. This helps children develop a sense of belonging and effectively supports their emotional well-being. The childminder is skilled in supporting children to manage their behaviour. She sets clear boundaries for children and explains what is, and is not, acceptable behaviour. This supports children to develop skills for future learning. The childminder implements care routines well and teaches children about healthy lifestyles. A good range of resources in the outdoor area helps support children's physical development.

Outcomes for children are good

Children make good progress in their learning and development from their starting points and acquire the skills for their next stage in learning or school.

Setting details

Unique reference number	512025
Local authority	Leeds
Inspection number	869435
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 14
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	20 February 2012
Telephone number	

The childminder was registered in 2001 and lives in the Farsley area of Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder works with an assistant.

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