

Childminder report

Inspection date	31 October 2018
Previous inspection date	5 March 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

- The childminder provides a warm and welcoming environment for children and their families. She is passionate about her role and caring towards the children. She promotes their welfare at all times. Children are well settled and demonstrate good levels of emotional well-being.
- The childminder knows the children well and uses their interests, along with her good knowledge of child development, to plan for their next stages in learning. Children take part in a wide range of activities and increase their skills in all areas of learning. They are making very good progress and working well towards, and occasionally beyond, the expected levels of development for their ages.
- The childminder has strong links with other local professionals. She attends weekly playgroups where she meets with other childminders and shares information and skills to develop her practice. The childminder keeps up to date with changes in childcare practice and gathers ideas for progression in her setting. In addition, children socialise with new people within their community.
- Children behave very well. They respond to the childminder's boundaries and understand what is expected of them. The childminder models kind and respectful behaviour to the children, which they copy. There is a strong ethos of respect in the setting and children feel their opinions are valued.
- The childminder has established good relationships with parents. They appreciate her updates on their children's learning and the variety of activities their children experience. The childminder involves parents in their children's learning to provide continuity of care and development.

It is not yet outstanding because:

- The childminder's evaluations of her setting and practice are not sharply focused and do not consistently support her to identify areas to improve in the future.
- Although the childminder assesses children regularly during their time with her, she does not consistently monitor all children's progress from the start.

What the setting needs to do to improve further

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

- carefully evaluate practice to focus areas of improvement that enhance standards of practice further
- strengthen assessment methods to monitor children even more effectively from the start.

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

Inspector

Rachel Waterhouse

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder is aware of local reporting procedures and keeps clear policies on how to keep children safe and well. She is confident in describing the signs that may give her cause for concern relating to a child's welfare. The childminder has a good awareness of the risks in and out of her setting and ensures children are safe in her care at all times. There are effective processes in place for the childminder to work with other professionals in other settings children attend. This provides continuity of care and learning and helps children make a smooth transition into school. The childminder encourages children to access her well-resourced environment. Children are confident and consistently show a can-do attitude towards new tasks.

Quality of teaching, learning and assessment is good

The childminder encourages children to be involved in their own learning. She regularly gives them choices in play and asks their opinion on completed activities to influence future plans. Children remain successfully engaged in learning and motivated to complete tasks. For example, children scrape and carve pumpkins, then choose to spend time making food out of play dough. The childminder encourages their mathematical development as children count the peas they make. She helps them learn about nutritious food as they discuss the fruit and vegetables they have modelled, and also previously grown in the setting. The childminder often observes children and has used the information to plan for progression in their learning. Children show good progress towards their developmental goals.

Personal development, behaviour and welfare are good

The childminder encourages children's physical skills well. She helps them gain confidence in her large outdoor area and takes them for walks to the local village and park. Children are motivated to learn in and out of the setting. For example, on outings to the shops they are given a small list of things to remember and find. Children enjoy and develop a sense of independence. As children prepare for their next stages in learning, such as school, the childminder helps them develop the skills they need to positively face new challenges. Children are confident to express their needs, ask for help if they desire and are proud of their achievements. The childminder encourages children to be kind and caring to one another and understand emotions. For instance, as children play with dolls and bandages, they discuss feelings and how to make people better.

Outcomes for children are good

Children regularly use and develop their imaginative skills. For example, they create voices for small-world characters and introduce storylines into their games. They spend time engrossed in role-play activities and acquire strong communication skills. They show curiosity in items and the world around them. For instance, children wish to open a new toy and ask to read the instruction booklet with the childminder. Children regularly encounter new people and access resources that help them learn about their similarities and differences.

Setting details

Unique reference number	EY218595
Local authority	Leeds
Inspection number	10070930
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	5 March 2015

The childminder registered in 2001 and lives in the Meanwood area of Leeds. She operates all year round, from 7am to 5.30pm Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store Street
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