

Childminder Report

Inspection date

9 June 2015

Previous inspection date

17 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children progress well in their learning and development. This is because the quality of teaching is good. The childminder gathers information from parents about children's starting points and their interests. She uses this information to provide a good balance of free play and planned activities, which support all areas of learning.
- Children enjoy their time with the childminder and engage well with her. They explore and discover new things, as the childminder provides a wide range of interesting, stimulating and challenging experiences for them.
- Children are kept safe, as the childminder has a good understanding of how to protect them from harm. She has completed safeguarding training and is qualified in paediatric first aid. The childminder successfully identifies and minimises risks to children, therefore, providing a secure play area.
- The childminder holds a recognised childcare qualification and is experienced in providing childcare. She uses her knowledge and skills to provide good quality learning opportunities, which prepare children well for the move on to school.
- The childminder establishes very good partnerships with parents and works well with other providers to support good information sharing. This results in consistency in children's care and learning.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to stretch children's thinking, and challenge their ideas and problem solving through the use of skilful and probing questioning.
- The childminder does not consistently support children to learn about managing their own feelings and behaviour effectively, and understand the impact their behaviour has on others.

What the setting needs to do to improve further

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

- make the most of all opportunities to effectively question children as they play, in order to stretch their thinking, develop their problem solving skills, and further enhance their communication and language development
- support children more effectively to manage their own feelings and behaviour by helping them to share, take turns and understand the feelings of others.

Inspection activities

- The inspector talked to the childminder and discussed her understanding of the Early Years Foundation Stage and knowledge of the children in her care.
- The inspector viewed the areas of the childminder's home that are used for childminding and observed children playing in the playroom, conservatory and garden.
- The inspector looked at various documents, including a sample of policies, procedures and evidence of the qualifications, and suitability of the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the parents' views through their written responses to questionnaires.
- The inspector looked at children's assessment summaries and photographs of them engaged in a good range of activities.

Inspector

Lindsay Dobson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder knows the children very well. She observes them and knows their likes, dislikes and what they can do. The childminder completes regular assessment summaries of children, effectively tracking the progress they make. All children confidently explore their environment and show enthusiasm for learning. For instance, children are excited to play with water and experiment by pouring, filling and emptying containers. Children's communication and language is supported through singing rhymes and reading stories. Additionally, the childminder talks to children, asks questions and narrates on what they are doing. However, on occasion she misses opportunities to fully promote children's individual thinking to the highest level. For example, she does not always encourage children to think through problems or come up with their own answers to her questions. The childminder regularly talks to parents about activities and things she notices their children say and do. Parents clearly value this information saying it provides them with good ideas about how to continue children's learning at home.

The contribution of the early years provision to the well-being of children is good

Children's emotional and physical needs are met well. The childminder has a very caring nature, and is sensitive to children's individual needs and preferences. She is a good role model, and actively encourages children to use good manners and to be kind to one another. The childminder is very patient in her approach to children. However, occasionally the childminder does not help children to understand their own feelings and those of others, particularly with regard to sharing toys, taking turns and seeking attention. This means there are sometimes minor frustrations and disagreements, as more-able children want to lead play. Children have good opportunities to develop their social skills and awareness of the wider world through visits to community groups and outings in the local environment. The childminder ensures that children's good health is effectively promoted. Children experience plenty of opportunities for physical exercise, as they play in the very well-resourced garden and visit parks. The childminder also provides a good range of healthy meals and snacks, and children have access to drinks of water.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the legal requirements of the Early Years Foundation Stage. Policies and procedures that support children's health, safety and well-being are successfully implemented. The childminder reflects on all aspects of her provision, and recognises her strengths and priorities for further improvement. This includes monitoring educational programmes and children's development. The childminder attends ongoing training, exchanging information and ideas with other childcare professionals to shape and continually enhance the quality of her service. Parents share their very positive views about the childminder through written responses to questionnaires. For example, they say children's care needs are well met, children are safe, happy and fully engaged in wonderful activities.

Setting details

Unique reference number	EY219683
Local authority	Leeds
Inspection number	869783
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	17 December 2008
Telephone number	

The childminder was registered in 2002 and lives in the Shadwell area of Leeds. She operates all year round from 7.15am to 7.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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