

Childminder report

Inspection date	14 May 2019
Previous inspection date	25 February 2016

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 well organised, experienced and knowledgeable. She provides a quality home-from-home environment, where children are confident to explore the clean, safe and welcoming environment. The childminder makes good use of settling-in periods. She collects detailed information about each child's individual needs and interests, ensuring these are met.
- Children are emotionally secure and demonstrate strong attachments to the childminder. They develop warm and trusting relationships with her. They regularly climb onto her lap for a reassuring and comforting cuddle. This helps to support their overall well-being.
- The childminder has a good understanding of children's individual needs and interests. Observations of children's learning are accurate. The childminder uses them well to identify next steps in their development. Children are making good progress in their learning.
- Children's behaviour is good. They learn from a very young age to share, take turns and listen carefully to the childminder. She offers praise and encouragement to children as they achieve, supporting their self-esteem and confidence well.
- The childminder works effectively in partnership with parents. She uses a variety of methods to keep parents informed of the activities and opportunities that their children participate in. Parents explain that their children have made very good progress and love attending the setting.
- The childminder evaluates and reflects on her own practice, considering the views of parents and children. However, her plans for improvement are not precise and detailed enough to raise the quality of practice to an even higher level.
- Due to her enthusiasm, the childminder is sometimes too quick to suggest ideas so children have fewer opportunities to develop problem-solving skills.

What the setting needs to do to improve further

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

- extend the use of self-evaluation to make precise and detailed plans for development to raise the quality of practice to an outstanding level
- provide children with enough time during their play to explore their ideas in order to derive the maximum learning before offering alternatives.

Inspection activities

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

Inspector
Shirley Maynard

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of the requirements and her responsibilities to keep children from harm. She knows who to contact if she has any concern about a child's welfare. The childminder carries out checks, indoors and outdoors, to help minimise any hazards to keep children safe. She teaches children well about how to keep themselves safe in different situations. For instance, they regularly practise emergency fire evacuation procedures. The childminder engages in ongoing professional development opportunities to help her maintain a good-quality service. She attends training to update her skills and knowledge and works closely with other childminders to keep up to date with changes in the guidance.

Quality of teaching, learning and assessment is good

The childminder skilfully builds on children's interests to provide a wide range of exciting activities and experiences. Children are free to move about their environment, both inside and outdoors, selecting games and toys that interest them. The childminder promotes children's emerging communication and language skills very effectively. She initiates meaningful conversations and introduces new words and phrases to them. Young children develop their physical skills as they scoop sand from one container to another. Children develop good mathematical skills from an early age, such as counting strawberries during snack time. They begin to learn about size and use their hands to demonstrate how big or small animals are. The childminder arranges trips to the local park, toddler groups and other places of interest, such as the nearby woods. This helps to promote children's awareness of the world beyond their immediate community.

Personal development, behaviour and welfare are good

The childminder supports children's well-being and sense of belonging, for example, by displaying their artwork and crafts. Children are keen to help each other and build secure friendships with their peers. They demonstrate good social skills as they laugh and play together. Children develop an appreciation of healthy lifestyles. The childminder teaches children how to wash their hands thoroughly and to eat healthy and well-balanced snacks and meals. The childminder prompts very young children to access drinking water throughout the day. This helps to promote children's health and well-being from a very young age.

Outcomes for children are good

Children are confident and self-assured. They are keen to learn and make good progress from their starting points. Children enjoy the responsibility of small tasks, such as helping to prepare their snack. Children develop their literacy skills. For example, they enjoy selecting books from low-level shelves and reading them with the childminder. Children are learning the necessary skills to move towards the next steps in their learning and the eventual move to nursery or school.

Setting details

Unique reference number	EY233099
Local authority	Leeds
Inspection number	10064363
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	20
Date of previous inspection	25 February 2016

The childminder registered in 2002 and lives in Yeadon, Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 2 and provides funded early education for three- and four-year-old children.

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Piccadilly Gate
Store Street
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