

Childminder Report

Inspection date

25 February 2016

Previous inspection date

6 January 2011

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 quality of teaching is good. The childminder has a thorough knowledge of the children in her care and a secure understanding of how they learn. This contributes to the good progress children make in relation to their starting points.
- Partnerships with parents are strong. The childminder uses effective two-way communications to foster a cooperative approach to children's care and learning.
- The childminder provides a warm and welcoming environment for children. Children form caring bonds with the childminder which supports their emotional development. Children are happy and eager to play and learn.
- The childminder maintains a safe environment and uses risk assessments effectively to help protect children from harm.
- The childminder makes good use of outings and visits to help extend children's learning experiences. For example, children learn about people and communities, the world around them, nature and the natural environment.
- Children happily and independently make their own choice of resources to explore as they move around the childminder's home. This helps children to gain confidence to try new things and develop their own learning further.

It is not yet outstanding because:

- Sometimes, the childminder does not fully wait for children to respond when asking them questions.
- The childminder's self-evaluation does not focus fully on professional development to drive teaching skills to the highest level.

What the setting needs to do to improve further

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

- enhance questioning skills which allow children more time to respond and further supports their critical thinking, use of language and conversational skills
- build on the already good practice by using systems for self-evaluation that help identify further ways to develop teaching practice to the highest level.

Inspection activities

- The inspector observed and discussed the outcome of a planned activity with the childminder.
- The inspector had a tour of the premises and observed the childminder and children in the downstairs rooms of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies and checked evidence of the childminder's suitability.
- The inspector took account of the views of parents from written comments and those spoken to on the day.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and dedicated to providing children with high-quality care and learning in a safe environment. Children regularly practise fire drills to ensure that they know how to evacuate the premises safely in an emergency. The childminder uses risk assessments well to ensure that hazards in her home are minimised and children are protected from harm. The arrangements for safeguarding are effective. The childminder has a good understanding of child protection issues. She can recognise potential signs of abuse and neglect, and she knows how to respond to any concerns to safeguard children's welfare. The childminder shares information about children's progress with other providers and they work together to support children to be emotionally ready for the next stage of their education. Partnerships with parents are very positive. Parents speak very highly of the childminder and the care she provides for their children.

Quality of teaching, learning and assessment is good

The childminder has high expectations of all children. She has a good understanding of how to support their learning and development and helps them make good progress. The childminder competently uses play-based activities to teach children key skills that prepare them well for future learning. For example, she introduces mathematics into activities as she encourages children to count and identify shapes. Children engage in imaginative play based on first-hand experiences. They play with role-play resources and confidently pretend to prepare food and drinks. The childminder skilfully plays alongside them to extend and enhance their learning. The childminder completes regular observations and assessments to monitor children's progress. She finds out about children's learning at home from parents and uses this information to complement her good teaching.

Personal development, behaviour and welfare are good

The childminder provides a nurturing environment where children are very relaxed and happy. There are good arrangements for settling new children and ensuring that their individual needs are met. The childminder makes good use of outings and visits to local groups to provide opportunities for children to mix socially with others. The childminder's kindly manner, consistent, clear guidance and carefully targeted praise help children to feel safe and behave well. Healthy lifestyles are promoted well. Children are provided with nutritious meals and snacks, and they have regular opportunities to exercise and play outdoors. Children are provided with a good range of activities and resources. They learn in different ways and make good progress in their development.

Outcomes for children are good

All children make good progress from their starting points. They are curious and eager learners who engage well with the range of activities available. Children's communication and language skills are well promoted, which helps them be prepared for the next stage in their learning and school.

Setting details

Unique reference number	EY233099
Local authority	Leeds
Inspection number	869975
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	6 January 2011
Telephone number	

The childminder was 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. She holds an appropriate early years qualification at level 3.

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