

Childminder report

Inspection date	21 May 2019
Previous inspection date	15 September 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

This provision is good

- Children make good progress in relation to their starting points. The childminder uses accurate assessments of children's development to monitor and support their learning effectively.
- The childminder maintains good standards of safety in her home and on outings. For example, she assesses risks and teaches children about road safety.
- Children are successfully engaged and motivated to learn. For instance, as the childminder reads children stories, they respond positively, listen well and talk to the childminder about what they can see on the book pages.
- Children develop a good understanding of their local community. They visit the library and take regular trips to different playgroups, where they have opportunities to socialise with children in larger groups. These outings help to prepare children for their future transition to school.
- Children's understanding of the world is supported. For example, children help to look after the childminder's chickens. They learn where eggs come from and then use the eggs to bake with.
- The childminder does not use self-evaluation as effectively as possible to identify focused priorities for improvement, to enhance future outcomes for children.
- The childminder does not make the most of all opportunities to encourage parents to share information about children's learning from home.

What the setting needs to do to improve further

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

- strengthen the arrangements for self-evaluation and establish precise targets for improvement to help to achieve even better outcomes for children
- make the most of all opportunities to encourage parents to share information about children's learning from home.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, 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 spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided. She discussed self-evaluation and how the views of parents and children are included to drive improvement.

Inspector
Kerry Holder

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of how to identify signs that a child is at risk of harm. She knows the correct procedure to follow to help to assure children's welfare. The childminder implements effective policies and procedures and maintains all the records necessary to promote children's safety and well-being. She has established good links with other local childminders to share good practice. She receives regular emails from her insurance company and attends forums, which help to ensure that her professional development is up to date. Overall, the childminder has good relationships with parents. Parents are positive about the service that is provided. They feel that the childminder is caring and kind. The childminder has established links with the local school to help to prepare children for their move to school.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of each child's developmental stage and needs. She plans children's learning effectively and uses good teaching skills to adapt activities to keep children challenged and interested. For example, she asks older children questions to help develop their thinking skills. The childminder supports children's early literacy skills well. For instance, she encourages older children to tell her letters of the alphabet that they recognise. The childminder also takes children to a local book shop, where they enjoy listening to stories. She sings nursery rhymes and encourages all children, including babies, to join in and make sounds. This helps to support their developing language skills. The childminder encourages children to count and discuss shapes and sizes as they play. This helps to support their knowledge of mathematics well.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. The childminder offers a gradual settling-in procedure that is agreed with parents to meet their child's needs. This helps children to feel emotionally secure. Children behave well. The childminder adopts a positive approach to managing behaviour to help to foster children's self-esteem. For instance, she praises children's efforts and achievements and helps them to learn to share and take turns. The childminder successfully supports the development of children's physical skills. For example, children enjoy regular trips to local parks and play in the childminder's spacious garden. The childminder helps to ensure that children learn about their own safety. For instance, she talks to older children about how to stay safe in the sun.

Outcomes for children are good

All children progress well. Children confidently lead their own play and ideas as they move freely between the garden and playroom. There is a wide range of toys and resources that provide interest and challenge for all ages. For instance, younger children investigate resources that make sounds. Older children persevere as they find the correct shapes to fit into the right holes on a shape sorter. Children gain the skills that they need to help them with the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY241486
Local authority	Leeds
Inspection number	10064264
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 September 2015

The childminder registered in 2002 and lives in Leeds. She operates all year round from 8am to 6pm, Monday to Wednesday, except for bank holidays and family holidays.

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