

Childminder Report

Inspection date

7 March 2018

Previous inspection date

7 April 2014

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 childminder has a secure understanding of how children learn. She observes them at play and uses her findings to assess what children already know and can do. The childminder plans appealing activities that support children to make good progress.
- Children benefit from plenty of encouragement and appropriate opportunities to follow their own ideas in play. Young children confidently select their own activities and show high levels of involvement in their learning.
- The childminder is kind, caring and very sensitive to young children's emotional needs. This helps them to grow in confidence and feel valued. Children settle very quickly into the childminder's care and develop a strong sense of belonging.
- Parents are extremely happy with the care the childminder provides. They commend her for her excellent communication and comment that they 'feel completely at ease' while their children are in her care.
- The childminder is swift to identify any children who need extra support in some aspects of their learning. She then focuses her teaching to help children to make faster progress and build on their achievements.

It is not yet outstanding because:

- There is scope to share even more detailed information with other professionals and provide a more cohesive approach to supporting children's learning and development.
- The childminder's does not focus her arrangements for professional development sharply enough to drive the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- share even more detailed information with other professionals to help precisely identify and more effectively meet children's learning and development needs
- strengthen plans for continued professional development to focus more closely on enhancing the already good quality of teaching to help children make even better progress.

Inspection activities

- The inspector had a tour of all areas of the childminder's home used to care for children.
- The inspector observed the quality of teaching and assessed the impact this had on children's learning and development.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She also took account of the views of parents from written feedback provided by the childminder.
- The inspector looked at relevant documents, such as evidence of suitability checks carried out on members of the household.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder gathers the views of children and parents to help her to evaluate her practice. She identifies and acknowledges areas for development and plans improvements to enhance children's care and learning experiences. For example, the childminder has developed a new dedicated play space in her home to allow a greater range of activities and opportunities for children. Safeguarding is effective. The childminder has a secure understanding of how to keep children safe from harm. She understands the action she must take if she has any concerns about a child's welfare. The childminder is very experienced. She has an up-to-date knowledge of safeguarding legislation.

Quality of teaching, learning and assessment is good

The childminder makes learning enjoyable for children. She joins in games and extends children's learning as they play together. The childminder plans focused activities to help children to build on their current skills. For example, toddlers slot different shaped rings on to a pole, which helps them to develop small-muscle skills and coordination. The childminder gives children plenty of time and opportunities to practise new skills. For instance, babies repeatedly fill and empty containers while they play. This repetitive teaching helps to reinforce children's learning and contributes to their good progress. Children demonstrate good imaginative skills from a young age. For example, they pretend to put a baby doll to bed in the play house. The childminder supports children's communication and language skills effectively. For instance, she models new vocabulary and repeats words and phrases back to children.

Personal development, behaviour and welfare are good

The childminder gathers detailed information from parents about children's needs and preferences when they first attend. This contributes to her excellent knowledge about the children in her care and helps her to meet their individual needs extremely well. Children benefit from plenty of praise and attention that helps to raise their self-esteem. Babies squeal happily and clap as the childminder celebrates their achievements with them. The childminder provides children with clear boundaries and sensitive guidance. They begin to consider the needs and feelings of others and behave well. The childminder offers children a nutritious diet. Children have plenty of opportunities for fresh air and exercise. They develop strong independence and learn to manage their own self-care needs.

Outcomes for children are good

Children achieve good levels of development that are typical for their age. They demonstrate an enthusiasm to learn and respond well to the childminder's suggestions and instructions. Children develop some early skills in mathematics and literacy that help to prepare them for future learning. For example, they learn how to handle books when sharing stories with the childminder and learn number names and simple counting from an early age. Children attend good social skills as they learn how to play in large groups.

Setting details

Unique reference number	EY253655
Local authority	Leeds
Inspection number	1087179
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	7 April 2014
Telephone number	

The childminder registered in 2003. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank Holidays and family holidays. The childminder provides funded early education for four-year-old children.

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