

Inspection date	16 March 2015
Previous inspection date	12 November 2009

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

- The childminder knows the children well. She provides a broad range of activities and resources which are of interest to children, and supports their development and learning.
- The childminder promotes communication and language skills well. She is constantly talking to children, asking them questions and encouraging them to think.
- The childminder has developed strong, affectionate bonds with the children. Their individual needs are fully met as the childminder shares daily information with parents.
- Children learn to follow rules for safety and learn to manage their own behaviour. The childminder offers positive encouragement and clear and consistent boundaries. She effectively underpins this practice with policies and procedures.
- Children have opportunities to visit the local park and play on more challenging larger equipment to help them manage risks and develop their physical skills.
- The childminder has devised effective systems to evaluate her provision. She obtains the views of parents and children in order to accurately identify areas for improvement.
- The childminder has a secure knowledge and understanding of how to safeguard children effectively.

It is not yet outstanding because:

- The childminder does not always effectively use different ways to gather information from parents before their child starts, so that each child's learning needs are fully known.
- The childminder does not always develop the use of mathematical language during daily routines and activities.

What the setting needs to do to improve further

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

- refine strategies to gain information from parents on entry to the setting, to provide more detailed information about children's prior skills
- encourage children to develop their already good mathematical skills further, for example, by encouraging children to count and use mathematical terms during everyday routines and activities.

Inspection activities

- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled children's assessment records and discussed with the childminder how this informs planning for children's next steps in their learning and development.
- The inspector carried out an observation of a planned activity and discussed the outcome with the childminder.
- The inspector took into account the views of parents from information included in a parent survey and discussed how this supports the childminder's self-evaluation.
- The inspector checked evidence of the suitability of the childminder and other adults in the household. She also checked the childminder's qualifications, risk assessments and policies and procedures, including the complaints procedure and the safeguarding policy.

Inspector

Amanda Forrest

Inspection findings

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

The childminder has a good understanding of how children learn and develop. She uses knowledge from her qualification effectively to support children's learning, as she engages sensitively in their play. For example, she helps children to care for the dolls and then provides time for children to develop their own ideas. She skilfully questions and redirects children in order to promote their thinking skills and encourage them to reflect on their learning. However, the childminder does not always extend children's use of mathematical language whilst they play and explore. The childminder supports children's interest in books and she spends time reading stories and singing rhymes with them. She offers comments, asks questions about the pictures and introduces puppets to fully engage children's attention. As a result, children are provided with opportunities to understand that information can be found in print. The childminder talks to parents every day and shares children's progress records. Parents share information about children's interests and achievements at home, in order to offer them a consistent experience and help prepare them for school. However, there is scope to enhance this information further so that she has a full picture of what children already know and can do when they start.

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

Children settle easily with this warm, gentle childminder. Her calm, friendly nature ensures they feel confident, happy and settled. Children readily snuggle into her to drink their bottle or when they become tired. They learn to socialise at local groups and develop useful skills for the future as they engage with children of various ages. The childminder uses age-appropriate techniques to teach children about good manners and acceptable behaviour. Children enjoy healthy food options and learn where food comes from as they plant seeds in the childminder's allotment area. They enjoy daily opportunities to be physically active outdoors. They visit farms, parks and the childminder teaches the children about being safe near roads. The childminder has a good range of resources that offer children opportunities to develop their imagination and ideas as they play.

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

The childminder has a good understanding of her responsibilities as a provider. She demonstrates a good understanding of the local procedures to report concerns regarding children's welfare and has a number of other systems in place to keep children safe. For example, fire drills are conducted regularly to help children understand the emergency evacuation procedure. The childminder is dedicated to continually improving her provision. She has undertaken a childcare qualification at level 3 to support her professional development and identifies training needs based on her practice. Her self-evaluation is accurate and considers the views of parents and the children attending her setting. Partnership working is strong. The childminder develops good relationships with other providers to share information about children, where appropriate. This enables her to identify any gaps in their development and secure interventions where necessary.

Setting details

Unique reference number	EY259952
Local authority	Leeds
Inspection number	855991
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	12 November 2009
Telephone number	

The childminder was registered in 2003 and lives in Garforth, Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She has a relevant level 3 qualification.

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