

Childminder Report

Inspection date

7 December 2017

Previous inspection date

7 June 2013

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 sensitively supports children's play. For example, she comments, joins in and asks questions to help promote their communication and language development. This helps children to develop key skills in preparation for their future learning.
- Children have a close bond with the childminder. These positive relationships help children to settle quickly and promote their confidence and self-esteem effectively.
- The childminder plans activities to support children's interests well. For example, girls enjoy making marks with pens and babies enjoy building and knocking down towers. This helps to support children to make good progress.
- The childminder has developed close partnerships with other professionals. For example, she arranges visits with teachers to help children to settle successfully when starting school.
- Children behave well. The childminder consistently promotes good manners and encourages children to cooperate and take turns together. This helps to foster their personal, social and emotional development successfully.

It is not yet outstanding because:

- The childminder does not consistently monitor children's progress precisely and use her assessments to help extend children's learning fully.
- The childminder does not consistently encourage parents to contribute information to children's ongoing learning and assessment in the setting and at home.

What the setting needs to do to improve further

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

- monitor children's progress more precisely to help plan more activities that extend children's learning even further
- encourage parents to contribute information to assessments about their child's development to help promote continuity for learning in the setting and at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors. She 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 children's assessment files, planning documents and a sample of policies and procedures. She discussed self-evaluation with the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views recorded in the childminder's compliments file.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has good knowledge of child protection issues and has detailed policies and procedures to support practice. She understands what action to take if she had concerns about a child's welfare. The childminder's husband is an assistant and when he works alongside her, she monitors his practice well. The childminder reflects on the quality of her setting well, overall. She gathers feedback from parents, for example, through questionnaires, to help identify possible areas for improvement. She attends professional development opportunities to help her learn new skills, such as a puppet making workshop. She created a puppet bag to use while singing songs and reading stories. This helps to promote children's listening and attention skills effectively.

Quality of teaching, learning and assessment is good

The childminder utilises opportunities well to promote mathematical language for children. For example, she challenges them to see who can build the tallest tower using bricks, and then counts how many bricks each tower has. Children enjoy exploring the food in the play kitchen and the childminder emphasises key words, such as 'apple' and introduces new vocabulary, such as 'kidney beans.' This helps to promote children's communication and language skills effectively. The childminder observes children and takes photographs of their involvement in activities. She shares information with parents well, for example, she completes a written review of their progress when they are between the age of two and three years.

Personal development, behaviour and welfare are good

The childminder creates a welcoming environment where children are motivated and keen to learn. Babies focus on picking interesting objects up, such as cotton reels and coloured discs, and show their delight by holding them up high in the air. Older children persevere to clip pegs around the outside of a basket, showing great concentration. This helps to promote children's small-muscle skills and physical development successfully. Children enjoy being independent and making their own choices in play. They practise putting their shoes and coats on. Older children like to be the helper and pass the childminder items as she changes the babies' nappies. This helps to support children's understanding of care routines well. Furthermore, children are happy to help to tidy up, for example, they eagerly find all the pieces for the jigsaw and put the toys away.

Outcomes for children are good

Children are working comfortably within expectations for their age. They grow in confidence, learn to communicate and build friendships with others. Children enjoy reading books and singing songs. They practise making marks with pens, such as lines and circles. They learn about colour, shape and number through their daily activities and routines. This helps children to develop key skills in readiness for school and their future.

Setting details

Unique reference number	EY291004
Local authority	Leeds
Inspection number	1064611
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	7 June 2013
Telephone number	

The childminder registered in 2004 and lives in Pudsey, Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

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