

Childminder report

Inspection date	6 August 2019
Previous inspection date	8 April 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The childminder has fully addressed all actions and recommendations raised at her previous inspection. She has worked extremely effectively with the local authority adviser to develop the quality of her provision. The childminder accurately evaluates the quality of her setting and identifies strengths and areas for further improvement.
- The childminder has a positive attitude towards professional development. For instance, she has attended training to further develop her knowledge of the areas of learning and development. She uses this to plan a balance of adult-led and child-initiated activities. This has a positive impact on outcomes for children.
- The childminder develops close and warm relationships with children. She is kind and caring. Children form strong bonds with the childminder. They are safe, happy and emotionally secure in her care. Their emotional well-being is successfully promoted.
- Children have opportunities to visit places of interest, including parks, shops and woods. This helps children to develop their understanding of the wider community.
- The childminder successfully implements a good range of policies and procedures. For instance, she keeps a daily record of the names of the children cared for on the premises and their hours of attendance.
- The childminder supports children's language and communication skills well. For example, she talks continually to children about what they are doing and introduces new words, such as 'monkfish' and 'bottlenose whale'.
- The childminder has systems for assessing children's learning from the beginning. However, she does not consistently make the most of what parents know about their children to ensure that her initial assessments of what children can do are sharply focused.
- Some of the resources in the playroom are not organised and stored in a way that enables children to easily make independent choices in their play.

What the setting needs to do to improve further

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

- gather more comprehensive information from parents about their children's achievements and skills on entry
- enhance the organisation and storage of resources so that children can easily make independent choices in their play.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including a sample of policies and procedures.
- The inspector looked at evidence of the suitability of adults living in the household.
- The inspector held discussions with the childminder at appropriate times during the inspection.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has recently completed safeguarding training. She has a good knowledge of the possible signs and symptoms of abuse and neglect and of how to report any concerns regarding children's safety or welfare. The childminder is aware of the wider issues surrounding child protection. She demonstrates a clear understanding of the procedure she must follow if an allegation of abuse is made against herself or a member of the household. The childminder supervises children well. She carries out daily visual risk assessments to ensure that children play and learn in a safe and secure environment. The childminder works well in partnership with other settings that children attend. She shares information about their needs and stages of development. This provides continuity in care and education. Parents are complimentary about the childminder. They comment that their children enjoy attending the setting and have grown in confidence.

Quality of teaching, learning and assessment is good

The qualified childminder interacts well with children and gets down to their level, plays alongside them and allows them to take the lead. She uses every opportunity to include numbers and counting as children play and follow daily routines. For instance, she encourages children to count the number of teeth a pretend shark has and how many grapes they have at snack time. The childminder supports children's imaginative play skills well. For example, children excitedly draw dinosaur footprints in the garden to follow. The childminder skilfully reads stories to children. She uses her voice expertly to enthuse and engage children with the books. The childminder has effective systems in place to observe and assess children's progress overall, helping her to find out what they know, can do and need to learn next.

Personal development, behaviour and welfare are good

The childminder creates a welcoming and friendly environment. This contributes effectively to children being happy and clearly at ease. Children's behaviour is good. The childminder provides gentle and consistent reminders to help children to understand the simple rules and boundaries within her home. Children's personal hygiene and self-care skills are supported well. For instance, children use the toilet independently and wash their hands when they have finished. The childminder has attended training to support her to promote healthy lifestyles. She provides children with nourishing and nutritious snacks and meals, and is vigilant to follow good hygiene practices.

Outcomes for children are good

Children are curious and are eager to learn. For example, they squeal with delight when the childminder introduces them to the spider and the spider's web outdoors. Overall, children demonstrate good independence skills. For example, they put on their shoes before going out to play. While making models, children become absorbed and concentrate for long periods of time relative to their age. Children make good progress and acquire the skills they need for their future learning and the move on to school.

Setting details

Unique reference number	EY294728
Local authority	Leeds
Inspection number	10103128
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 April 2019

The childminder registered in 2004 and lives in Allerton Bywater, Castleford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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