

Childminder Report

Inspection date

11 May 2015

Previous inspection date

29 June 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 quality of teaching is good because the childminder provides children with a broad range of challenging and stimulating activities. As a result, all children make good progress across the seven areas of learning.
- The childminder interacts well with children, she continually talks to them throughout their play and models language. This successfully develops communication and thinking skills.
- Children's emotional well-being is effectively promoted because they play and learn in a warm and child-friendly environment. Therefore, children show independence and confidence in the childminder's home.
- The childminder shows a strong commitment to her professional development. She attends training courses, which support her good understanding of the requirements of the Early Years Foundation Stage and promotes good-quality care for children.
- Children are very effectively safeguarded. The childminder has a secure knowledge of child protection and implements a good range of written policies and procedures, which help to protect children's welfare.
- The childminder has good links with local schools and fully understands the importance of sharing information with teachers. This ensures children's learning is complemented and children are well supported in their next stage of learning.

It is not yet outstanding because:

- The childminder does not always make the most of her close links with parents to gather additional information, about children's developmental achievements at home.
- There are fewer opportunities for children to see and use pictures, and books to further extend and support their play and learning.

What the setting needs to do to improve further

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

- seek further information from parents about children's achievements at home, to support even more precise planning for their future learning
- provide more opportunities for children to use pictures and books in their play for example, to support their understanding and recognition of shapes.

Inspection activities

- The inspector observed teaching and learning activities in the garden, dining room and lounge.
- The inspector looked at a sample of policies, children's assessment records and risk assessment documentation.
- The inspector evaluated an activity with the childminder.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder, and took account of her self-evaluation form.
- The inspector acknowledged the views of parents through their responses to the childminder's questionnaires.

Inspector

Lindsay Dobson

Inspection findings

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

The childminder regularly observes and assesses children, to recognise their achievements and identify their next steps in learning. She follows and extends children's individual interests to support their ongoing development and good progress. Consequently, children are gaining the skills needed for the next stage in their learning and the move to school. Children have access to a good selection of resources, which enables them to make free choices and participate in purposeful play. Children show good levels of concentration throughout activities, because, the childminder makes them fun. For example, children make marks in flour as part of their mathematical development. However, there are fewer opportunities for children to access pictures and books to support their learning. When the childminder asks them to draw a specific shape, they have nothing to look at to support their efforts and help them achieve this successfully. Children thoroughly enjoy playing outdoors in the childminder's garden and at places of interest. This promotes their physical development. Also children learn about keeping themselves safe, for example, as they toast marshmallows on an open fire, under close supervision. Furthermore, children develop their investigation skills as they build dens, plant, grow and learn about animals.

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

Children have formed strong relationships with the childminder, which means they are happy and settled. The childminder manages children's behaviour well, as she uses a calm and consistent approach to reinforce the boundaries and expectations. As a result, children play cooperatively together and learn to be kind and polite. The childminder regularly praises and encourages children throughout their activities, which ensures they feel valued and appreciated. Children's personal, social and emotional development is effectively promoted. The childminder makes good use of amenities within the local community and attends regular activities, such as messy-play sessions. These opportunities enable children to socialise and mix with others.

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

The childminder reviews the educational programme and uses effective systems to track children's ongoing progress. This ensures children are developing well and any gaps in their learning are quickly identified and addressed. The childminder recognises the importance of self-evaluation and is confident to discuss her strengths and areas for future improvement. Partnerships with parents and others are good, and the childminder ensures they are well informed about children's learning and development. Additionally, the childminder obtains information from parents about the children's favourite activities and preferences. However, she does not always seek more specific details about children's learning at home, to ensure there is a fully cohesive approach to supporting children's development. Parents are very complimentary about the childminder and the service she provides.

Setting details

Unique reference number	EY305930
Local authority	Leeds
Inspection number	856593
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	29 June 2009
Telephone number	

The childminder was registered in 2005 and lives in East Ardsley, West Yorkshire. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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