

Inspection date	4 February 2015
Previous inspection date	24 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 childminder knows children well and has developed strong affectionate bonds with them. Settling-in arrangements are flexible and tailored to individual children's needs. Consequently, children's emotional well-being is fully supported.
- Successful partnerships with others settings are in place, that effectively promote consistency of children's care and learning.
- Children behave well because the childminder has house rules in place, which are sensitively reinforced through guidance and praise.
- The childminder demonstrates a strong commitment to professional development. He has completed a childcare qualification, which has enhanced his knowledge and skills and improved his ability to teach.
- The childminder successfully works in partnership with his co-childminder. He gathers feedback from parents, in order to evaluate his practice and plan relevant improvements.

It is not yet outstanding because:

- Children have fewer opportunities to see print in context to enhance their literacy skills because the environment is lacking in signage and labels.

What the setting needs to do to improve further

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

- maximise opportunities for children to see words in context, for example, by creating an environment that is rich in print, to further support children's literacy skills.

Inspection activities

- The inspector observed activities and spoke to the childminder and the children.
- The inspector toured the areas of the home used for childminding purposes.
- The inspector looked at evidence of the suitability of the childminder and other adults in the household, children's assessment records and a sample of policies.
- The inspector discussed the childminder's self-evaluation form and improvement plan.
- The inspector considered the views of parents, provided through written feedback.

Inspector

Susie Prince

Inspection findings

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

Children develop positive attitudes to learning because the childminder successfully teaches through play. Children develop interests in stories and listen attentively, as the childminder reads books. He uses questioning well to promote children's mathematical skills and language development. He enthusiastically plays alongside children to make learning fun. Children play harmoniously together and learn how to share and take turns. Therefore, children develop the key skills needed for future learning and are prepared well for school. The environment is stimulating and is equipped with a suitable range of age-appropriate resources, which children access independently. This means that children follow their own interests and develop ideas and make connections in their learning. However, the environment currently lacks labels and signage, which is a missed opportunity for children to see words in context and further promote their literacy skills.

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

Children are confident, happy and self-assured. They thrive in an environment, where they feel secure because the childminder is caring and attentive to children's needs. The childminder successfully uses photographs to help children recall past events in the setting. He talks positively about children's achievements. Regular visits to the local playgroup provide opportunities for children to meet other children in the community. They develop positive relationships with other children and adults, and experience larger group situations. Children are active and enjoy opportunities to develop physical skills and exercise in the childminder's garden or at the local parks. This promotes a sense of well-being and ensures that children's good health is promoted. The childminder offers a wide range of nutritious food and snacks, to promote healthy eating and ensures that children develop good hygiene practices by washing their hands before meals.

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

The childminder has a secure knowledge of child protection procedures and knows how to make a referral. He successfully minimises potential hazards to children, through accurate risk assessments and maintains an environment that is safe. The childminder has a secure knowledge of the requirements of the Early Years Foundation Stage. He has a wealth of documentation to support his good practice. He monitors children's learning well, to ensure that planned activities provide challenge and promote learning across all seven areas of learning. As a result, all children make good progress in relation to their starting points. Gaps in children's learning are quickly identified and addressed. Strong and trusting relationships are established with parents, who speak highly of the childminder's care and commitment. Successful two-way communication systems are in place to promote continuity of children's care and learning between home and the setting.

Setting details

Unique reference number	EY360401
Local authority	Leeds
Inspection number	857603
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	24 June 2009
Telephone number	

The childminder was registered in 2007 and lives in Calverley area of Leeds. He works with his wife, who is also a registered childminder. They operate all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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