

Childminder report

Inspection date	19 December 2018
Previous inspection date	28 June 2018

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 worked hard since her last inspection and has made good improvements to her provision. She demonstrates a renewed dedication and commitment to providing high-quality care for children and families. Parents comment very positively on the service she provides.
- The childminder obtains a detailed picture of children's abilities and routines through close liaison with parents, when they first join her setting. This enables her to understand their starting points and guide and support their progress from the start of their placement.
- The childminder uses her observations and tracking of children, including the required progress check for children between the ages of two and three years, to plan relevant activities with focused learning targets. She builds on children's abilities through a carefully thought out programme of learning.
- Children settle very quickly into the childminder's care and demonstrate a very strong sense of belonging. The childminder's practice is targeted to the individual needs of children and she supports them sensitively to manage their feelings. This helps to promote and support children's emotional well-being.
- The childminder is a good role model. She helps children to behave well, share resources and play cooperatively. Children are eager to play and explore in this nurturing environment.
- The childminder reflects on her practice and uses the views of parents and other professionals to evaluate the service she provides.
- Although partnerships with parents are good overall, the childminder has not fully embedded her new system to gather precise information about children's ongoing learning at home, to enable her to complement this in her setting.

What the setting needs to do to improve further

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

- strengthen information-sharing with parents even further to find out more about children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and 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 relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lindsay Dobson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her responsibilities relating to child protection. She has updated her safeguarding knowledge, including information relating to wider safeguarding issues. She knows how to identify signs that indicate a child is at risk from harm and the importance of swift action to refer concerns, if necessary. The childminder attends training beneficial to her practice. For example, she has learned about the different ways to observe and assess children's development and how children can benefit from music and movement. The childminder has used her learning to make positive changes to her practice, such as introducing songs and rhymes into everyday routines and children's play. She uses such activities well to support children's early development in speech and language. The childminder is reflective and committed to enhancing her provision. She has welcomed the advice and support of the local authority.

Quality of teaching, learning and assessment is good

The childminder skilfully weaves learning into everyday routines and planned activities. For example, when helping to decorate a Christmas tree, very young children begin to develop their understanding of counting, colour and shape. The childminder talks to children about the baubles they add to the tree and introduces other mathematical concepts, such as positional language. She encourages the youngest children to copy and repeat words, supporting their developing communication and language and their expanding vocabulary. The childminder knows children in her care well. She plans a broad range of activities that appeal to them and motivate them to engage in their learning. Children enjoy activities that promote their creativity and exploratory skills. For example, they play with natural materials, including grasses and wood, as they explore the 'dinosaur land'. The childminder regularly takes children to the park and the library and she meets up with other childminders to share ideas and promote children's social skills.

Personal development, behaviour and welfare are good

Children thrive in the welcoming and stimulating environment, which is organised well to support children's learning and development. Children show good levels of confidence as they freely move between activities. The childminder provides nutritious snacks and ensures children always have access to drinks. Children learn how to keep themselves safe. The childminder takes every opportunity to help children to develop relationships with one another. Children show concern for each other from a young age and relish the time they spend in the childminder's care and with her own family.

Outcomes for children are good

Children make good progress from their starting points. They display an eagerness for learning and high levels of independence from a very young age. Children listen to stories and learn how to hold books. They benefit from well-planned opportunities to make marks, for example on the home-made sensory mats. This helps children to develop their early literacy skills. Children are well supported in their learning and develop skills which help to give them a secure foundation for later learning in school.

Setting details

Unique reference number	EY368341
Local authority	Leeds
Inspection number	10079711
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 June 2018

The childminder registered in 2008 and lives in the Swarcliffe area of Leeds. She operates all year round, from 7am to 6pm from Monday to Thursday, except for bank holidays.

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