

Childminder Report

Inspection date

29 March 2016

Previous inspection date

24 July 2012

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

- Children are happy and relaxed in the childminder's welcoming environment. They have secure bonds with the childminder and his co-childminder and are very confident in new situations.
- The quality of teaching is consistently strong. The childminder has high expectations for children and plans purposeful learning experiences to extend their knowledge and skills. Children make good progress in their learning and are prepared well for school.
- The childminder has created a stimulating environment. He has a wide selection of good quality resources which reflect the diverse world in which we live. Children eagerly explore their surroundings, select resources independently and make decisions about their play.
- The childminder has strong links with other childcare professionals and liaises with them to develop ideas and share best practice. He exchanges detailed information with feeder schools to promote continuity of children's care and learning.
- Partnerships with parents are well established. The childminder uses effective two-way communication systems to promote a shared approach to children's care and learning. Parents speak highly of the childminder and praise his commitment and professionalism.

It is not yet outstanding because:

- On occasions, the childminder does not leave sufficient time for children to answer his questions before asking another. This means that children do not have the best opportunities to formulate a response to questions and develop thinking skills.
- The childminder's programme of professional development is not meticulously focused on raising the quality of his teaching to the highest levels.

What the setting needs to do to improve further

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

- provide children with increased time to think about and respond to questions to support the development of their thinking skills
- make better use of professional development and focus more precisely on improving teaching skills.

Inspection activities

- The inspector toured the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of adults in the household, children's development records and a sample of policies and procedures.
- The inspector completed a joint observation with the childminder.
- The inspector discussed the childminder's self-evaluation form and plans for improvement.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder implements stringent health and safety policies and maintains a safe environment. He has a clear understanding of child protection procedures and knows how to refer concerns to the appropriate authorities. Children practise fire drills regularly and talk confidently about how to evacuate the premises in case of emergency. The childminder demonstrates a clear understanding of how children learn and develop. He uses his knowledge well to deliver varied and imaginative learning experiences for children. The childminder continually reviews and evaluates his practice, in order to drive improvement. He works closely with his co-childminder, parents and other professionals to share ideas and plan pertinent improvements.

Quality of teaching, learning and assessment is good

Children are keen learners, who follow their own interests and revisit activities of their choosing. The childminder interacts warmly with them to extend and enhance their learning. He enthusiastically reads books and brings the story to life, using props and puppets. Children act out the story as it unfolds and enter into discussion about the characters. This fosters their enjoyment of books and helps to promote children's literacy and communication skills. Children explore interesting fruit from around the world. The childminder uses this activity to promote sensory exploration and encourages children to describe the appearance, smell and textures. The childminder uses observation and assessment to plan precisely for children's future learning. He monitors children's progress closely to identify and close any gaps in their learning. Parents are kept well informed of the progress children are making towards the early learning goals. They provide information about children's interests and learning at home to complement teaching in the setting.

Personal development, behaviour and welfare are good

The childminder provides a friendly and homely environment. He values each child as an individual and knows them well. Children are confident and develop close friendships with others. They behave very well and help with age-appropriate tasks. The childminder provides daily opportunities for children to exercise and play outdoors. Children enjoy nutritious meals and snacks and follow good hygiene routines which help to promote their good health. Children eagerly plant vegetable seeds and talk about how they will care for them to help them to grow. This supports their understanding of the natural world and helps children to understand where food comes from.

Outcomes for children are good

Children make good progress in their learning and development. They play harmoniously together, take turns and share resources fairly. Children develop the key skills necessary for future learning and later moves to school. They are becoming increasingly independent and dress themselves in outer clothing before playing outdoors. Children count and calculate as they play. They talk about the shape of objects and compare size. This helps to promote their mathematical skills.

Setting details

Unique reference number	EY385649
Local authority	Leeds
Inspection number	1042348
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	24 July 2012
Telephone number	

The childminder was registered in 2008 and lives in the East Ardsley area of Leeds. He operates all year round from 6am to 10pm, Monday to Friday, except for bank holidays and family holidays.

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