

Inspection date	18 March 2015
Previous inspection date	12 May 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 appropriately promotes children's safety and well-being by maintaining risk assessments in relation to the premises, garden, and any outings. In addition, the childminder has reviewed the risks associated with pets on the premises, to keep children safe.
- The childminder follows children's interests and supports their individual needs. She provides activities which promote their development in all areas of learning.
- The childminder creates a calm atmosphere and helps children to be independent and motivated to learn.
- The childminder provides a good range of visits and outings for children, which means they broaden their learning and develop good social skills.
- The childminder works in partnership with local schools, nurseries and other professionals. This ensures consistency in children's care and learning.
- The childminder has taken on further training to enhance her knowledge of how children learn. This has had a positive impact on the childminder's quality of teaching and the outcomes for children's learning.
- Children's behaviour is good. Children help to tidy up and are gently reminded to say 'please' and 'thank you'.
- The childminder has effective systems to evaluate her provision. She regularly obtains the views of parents and children in order to identify areas for improvement.

It is not yet outstanding because:

- The good information gained from assessing and tracking children's progress is not yet used to best effect in raising children's achievements to the highest levels.
- Not all parents are successfully helped to support their child's learning at home because the current approach to this is too general.

What the setting needs to do to improve further

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

- raise the overall quality of teaching by consistently using the good information gained from measuring children's progress to help focus on and plan extra challenges that will raise children's achievements to outstanding levels
- strengthen the already good partnership with parents by devising a more targeted and individual approach to help parents guide their child's learning at home.

Inspection activities

- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector observed the childminder caring for and playing with the children.
- The inspector checked evidence of suitability checks carried out for all adults within the home and the childminder's self-evaluation and development plan.
- The inspector sampled children's progress records and a range of documentation, including the safeguarding policy, children's registers and accident and medication records.

Inspector

Amanda Forrest

Inspection findings

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

The childminder provides a wide and varied range of activities and experiences to support young children's progress. Teaching is good because she knows how to enthuse children through showing, explaining, questioning and joining in with their play. For example, the childminder recognises that some children learn best through outdoor play and provides daily opportunities for children to explore and experiment with the sand and hunting for buried jewels. The childminder consistently encourages children to count and recognise colours. Consequently, young children are developing the skills they need for the next stage of their learning, particularly for starting nursery or school. Children are active learners. They act out imaginary games with dolls and dinosaurs and build on their knowledge of everyday things through trips, puzzles and matching games. Close working relationships with parents and the other settings children attend are a positive feature in most areas of the childminder's work. She exchanges daily care needs and experiences with parents. However, she does not consistently encourage parents to share information about their children's learning at home. This means that children are not benefitting from a joined-up approach to their development.

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

Children are happy and settled in the nurturing environment. The childminder is responsive to the children at all times. She sensitively helps children to feel emotionally secure. The childminder works closely with parents to ensure that children have continuity of care, such as in their sleep patterns and routines. They are provided with good opportunities for exercise, such as visits to parks and daily walks within the local area. This provides opportunities to teach them about personal and road safety. The childminder works closely with parents regarding children's dietary needs. She encourages children to be independent and promotes children's awareness of healthy routines. For example, young children feed themselves finger foods and independently use their own drinking cup. The childminder supports children well in developing a good understanding of how to manage their behaviour appropriately. She recognises children's achievements and provides plenty of praise, which develops their self-esteem and confidence.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She follows the Local Safeguarding Children Board guidance and understands the procedures to follow if she has concerns about a child. The childminder keeps appropriate records of attendance, administering medication and accidents. The way the childminder assesses and checks on all children's progress is effective; she has a clear picture of their achievements. However, she has yet to use this information to help her focus on and plan experiences that will raise children's achievements. For example, by focusing on children's secure development and setting greater challenges to ensure they make outstanding progress.

Setting details

Unique reference number	EY387219
Local authority	Leeds
Inspection number	1004535
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	12 May 2009
Telephone number	

The childminder was registered in 2008 and lives in Roundhay, Leeds. She operates from 7.30am to 6pm, Monday to Thursday, term time only.

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