

Childminder report

Inspection date	25 October 2018
Previous inspection date	18 March 2015

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

The provision is good

- The childminder has created a safe, welcoming and family-friendly environment. Children are happy. They form close bonds with the childminder and welcome her warm interactions and reassurance.
- Children make good rates of progress for their age and stage of development. The childminder effectively monitors children's learning and development. She has implemented an electronic system to record children's progress.
- Children benefit from a range of outings in the local and wider community. They develop a strong sense of themselves and their environment as they learn about the difference between themselves, other people and communities. Children are sociable and confident.
- The childminder is effective in supporting children's language development. For example, she provides running commentary during activities which helps children to link words to actions.
- The childminder engages in relevant training and often researches information to strengthen her knowledge further.

It is not yet outstanding because:

- Although the childminder reflects on her practice and identifies areas for improvement, she does not ensure that these are addressed swiftly enough to enhance the good service she offers.
- The system to share information with parents is not consistently applied to support them to be fully involved in their child's learning.

What the setting needs to do to improve further

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

- refine the process for identifying areas of improvement and act on these more swiftly to enhance the quality of provision even further
- strengthen further the strategies in place to support parents to complement their children's learning at home.

Inspection activities

- The inspector had a tour of the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching and learning during activities and assessed the impact this has on children's learning.
- The inspector reviewed an activity with the childminder. She talked to children and the childminder at convenient times during the inspection and reviewed parents' written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

Inspector
Rebecca Elliott

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has recently attended refresher child protection training and demonstrates a secure and up-to-date knowledge of child protection matters. She is alert to possible indicators of abuse and knows exactly what to do if she has concerns about a child's welfare. The childminder carries out efficient risk assessments and checks to help ensure the premises are safe and meet the needs of all the children. Parents comment that the childminder is respectful, kind and caring in her approach. They place the childminder in high regard as being the best role model a parent could wish for their children. The childminder reflects on her practice and shares her good practice ideas with other local childminders.

Quality of teaching, learning and assessment is good

The childminder enhances children's learning experiences and socialisation through a variety of outings. She knows the children's stage of development well and uses this information to support and build on their learning, ensuring they make good progress. For instance, as children investigate shape magnets she introduces early problem-solving skills, modelling how the shapes fit together to make 3D shapes. Children are developing early communication skills as they use simple words and gestures to communicate their needs. They develop an enjoyment of books and show pleasure as they sing favourite nursery rhymes.

Personal development, behaviour and welfare are good

The childminder works closely with parents from the start to find out what their children already know and can do. She enables children to explore their environment freely and uses opportunities that arise to extend their learning. For example, as children explore the enticing filled bottles and containers in the sensory basket, she encourages them to watch the changes that happen when they are shaken and tipped upside down. This promotes their understanding that actions have an effect. The childminder is warm and highly responsive to the needs of the children, such as knowing when they need a nap. Children behave very well. The childminder supervises children closely as they learn about risk while negotiating the steps to the trampoline. This helps to promote their physical and emotional well-being. Children enjoy nutritious snacks and meals and follow good hygiene routines.

Outcomes for children are good

Children make good progress from their starting points. Children are confident learners. They demonstrate friendly, playful behaviour and display high levels of motivation. They are independent in their personal care and try to put their shoes on to go outside. Children are well prepared for their next stages of learning and eventual move to school.

Setting details

Unique reference number	EY387219
Local authority	Leeds
Inspection number	10070942
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	19
Date of previous inspection	18 March 2015

The childminder registered in 2008 and lives in Roundhay, Leeds. She operates term time only, from 7.30am to 6pm from Monday to Thursday and from 7.30am to 9am on Friday.

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Piccadilly Gate
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