

Childminder Report

Inspection date

12 August 2015

Previous inspection date

14 July 2011

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 is well qualified and has a good knowledge of the Early Years Foundation Stage. She provides learning experiences that motivate children and capture their interests and imaginations. Children develop good dispositions and attitudes towards their learning.
- The childminder regularly observes and accurately assesses children's progress. She routinely asks parents to share what they know about their children. The childminder shares children's learning journals with parents to keep them informed of their children's progress, promoting a consistent approach towards their learning.
- The childminder fulfils her responsibilities in meeting the safeguarding requirements. Potential risks to children are minimised through effective risk assessment procedures. The childminder has a good knowledge of the procedures to follow if she has concerns about a child's welfare. Children are kept safe from harm.
- Partnerships with parents are well established. The childminder and parents work together to support children's care and learning needs throughout their time with her. Parents speak very highly of how the childminder supports their children.
- The childminder has a friendly, welcoming approach. This helps children to settle easily, form strong attachments and develop positive relationships with her. Children's emotional well-being is strong and they know what is expected of them. Children are confident and motivated in their play and display excellent behaviour.

It is not yet outstanding because:

- The childminder does not provide enough opportunities for the youngest children to follow their own interests or to independently explore and make discoveries that develop their thinking.
- The childminder does not always consider how books and writing materials can be used to the fullest potential to develop children's understanding and literacy skills further.

What the setting needs to do to improve further

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

- provide more opportunities for the youngest children to explore activities, make independent discoveries and develop their thinking and learning
- make even better use of books and writing materials to consolidate and extend children's understanding and literacy skills.

Inspection activities

- The inspector spoke to the children and childminder at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector reviewed relevant documentation, including children's learning journals and a sample of policies and procedures.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Kate Banfield

Inspection findings

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

The quality of teaching is good. The childminder uses questioning to encourage children to be active learners and to think critically. She skilfully modifies her teaching for the youngest children and anticipates their needs. Children take part in a wide range of activities, which help them to develop good physical skills and hand-to-eye coordination. However, younger children's particular interest in exploring, emptying, filling and transporting is not always as well provided for. This slightly reduces their learning because it does not encourage independent discovery or thinking. Children's communication and language development are supported and extended very well. The childminder listens carefully to children and encourages them to talk about what is happening as they explore nature. She introduces new words that extend children's vocabularies. She uses books and writing materials well to develop literacy skills. However, she does not always consider the use of these to consolidate and extend children's literacy and understanding even further in some planned activities. Children's mathematical skills are supported well as the childminder teaches them about numbers, shapes and speed. Children make good progress and develop the skills they need for starting school.

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

The childminder works with parents to help their children settle quickly in her care. She talks to parents about children's individual needs, likes and dislikes during visits to her setting before they start. Children thrive and feel safe in this secure environment. The childminder reinforces children's positive behaviour with praise and encouragement, which promotes their self-esteem. Children develop friendships and social skills. They learn to share, wait to take their turn and use good manners. The childminder has a good understanding of how to promote the health of children in her care. Good hygiene procedures mean that children learn the importance of washing their hands before eating and after playing in the garden. During their play, children are supported well and learn how to take manageable risks and how to keep themselves safe.

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

The childminder implements the requirements of the Early Years Foundation Stage well. She tracks children's development accurately to identify and swiftly close any gaps. Individual next steps in learning are effectively planned for. The childminder checks the quality of her setting well. She evaluates strengths and weaknesses in her own practice and gathers feedback from her co-childminder, parents and children. Planned developments are relevant and successfully drive improvements. The childminder keeps up to date with early years practice through liaising with local authority advisors, training and through her own research. This has a positive impact on children's learning and the quality of her setting. The childminder has established effective partnerships with the local schools. This helps to make sure children receive continuity in their care and learning.

Setting details

Unique reference number	EY387494
Local authority	Leeds
Inspection number	859046
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	14 July 2011
Telephone number	

The childminder was registered in 2008. She works with a co-childminder and lives in the Bramley area of Leeds. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

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