

Childminder report

Inspection date	30 January 2019
Previous inspection date	12 August 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

This provision is good

- Parents are delighted with the high-quality level of care their children receive. They particularly like the homely and safe environment that the childminder has created for children.
- The childminder observes children as they play and completes accurate assessments of their learning. This supports children to make good progress.
- Children have many opportunities to take part in group activities in the local area and to visit places of interest, including parks and museums. This helps children to develop their understanding of the wider community.
- Children behave well. The childminder has clear behavioural expectations which she consistently reinforces to children.
- Children are extremely happy and make very strong relationships with the childminder, her co-childminder and their friends. They engage with one another with confidence and play harmoniously together.
- The childminder's plans for professional development are not sufficiently focused on raising the quality of teaching to the highest level.
- The childminder does not make full use of the existing partnerships with the local nursery to help complement children's learning even further.

What the setting needs to do to improve further

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

- strengthen plans for professional development and focus more specifically on raising the quality of teaching to an even higher level
- build on partnerships with the local nursery to complement children's learning and development even further.

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 an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and checked evidence of the suitability of the childminder, the co-childminder and persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector spoke to a parent during the inspection and took account of the views of other parents through written feedback provided.

Inspector

Julie Dent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the various types and possible signs of abuse. This includes identifying indicators that children may be at risk of being exposed to extreme ideas. She knows who to contact should she have any concerns about a child's welfare. The childminder effectively assesses hazards in her home, garden and on outings. She identifies and minimises potential risks. The childminder monitors her provision to ensure children's interests are reflected in the resources and equipment that she provides. For example, she gathers information from parents and children and uses their views to help her to identify any areas for improvement.

Quality of teaching, learning and assessment is good

The childminder gathers good-quality information from parents when children first start attending and throughout the time they spend with her. The childminder and her co-childminder actively encourage children's learning by providing a stimulating environment and purposeful support. The childminder provides children with many opportunities to develop their literacy skills. Children enjoy looking at books and begin to handle them and talk about the pictures they see. This is demonstrated when children keep returning to their favourite book and turning the pages to find their favourite picture to talk about. The childminder successfully promotes children's language and communication skills. For example, she sits with children as they play and speaks clearly to them, gives them time to think and models new words.

Personal development, behaviour and welfare are good

The childminder is caring and responsive to children's needs. For example, she instantly responds when a child is tired and provides cuddles and reassurance. Children have good opportunities to develop their physical skills. For instance, they explore crawling and sliding through a tunnel and participate in music and movement sessions where they move their bodies in various ways. Children enjoy relaxed and sociable mealtimes with the childminder. They talk about the foods they like and why vegetables and fruit are good for them. Children listen well to the childminder and her co-childminder. They follow instructions and eagerly help with routine tasks, such as tidying up. The childminder supports children to become independent.

Outcomes for children are good

Children make good progress in their learning. They acquire a range of skills to prepare them well for the next stage in their learning. Children's mathematical skills are developing well. They are introduced to numbers, shape and size during everyday routines and activities and practise their counting.

Setting details

Unique reference number	EY387494
Local authority	Leeds
Inspection number	10064301
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 August 2015

The childminder registered in 2008. She works with a co-childminder and lives in Leeds. The childminder operates from 8am until 4.30pm, Monday to Thursday, during term time and except for bank holidays and family holidays. She receives funding for the provision of free early education for two-, three- and four-year-old children.

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