

Childminder Report

Inspection date

16 January 2018

Previous inspection date

24 April 2014

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

- The childminder gets to know individual children and their families well. Children are happy and confident in the childminder's care and develop positive levels of emotional well-being. For example, toddlers are very self-assured as they explore a range of toys and resources as they play.
- The childminder closely observes and monitors children's learning. She highlights any gaps in their development and provides children with good support to help them move on to the next stages of their learning.
- The childminder has established good relationships with other childminders. They share ideas and support one another to develop good practice. For instance, the childminder has benefitted from discussions about how to further develop the activities she provides to support children's creativity and imagination.
- Children develop a good understanding of how to keep themselves and others safe. For instance, they take part in fire drills and learn how to cross the road safely during regular walks in the local area.

It is not yet outstanding because:

- The childminder's evaluations are not fully developed to identify sharply focused areas for improvement to further develop the already good practice.
- There is scope to build upon the good relationships with parents to help them to further support their child's learning at home.

What the setting needs to do to improve further

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

- strengthen evaluations of practice and identify precise areas for improvement to raise standards to the highest levels
- enhance systems to help all parents to further promote children's learning and development at home.

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

Inspector

Amy Keith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a thorough understanding of her duty to ensure all children in her care are protected from harm. She knows the local procedures to follow to report any concerns she may have about children's welfare. The childminder is committed to her own ongoing professional development. She attends training to support in developing her practice. For example, since the last inspection she has attended training to help her to enhance opportunities for literacy development for all children. The childminder occasionally works with an assistant and ensures that she supervises his practice. Overall, the childminder has built effective relationships with parents. They are extremely positive about the service she provides. They are particularly happy with how well settled their children are and the support they receive when they move on to school.

Quality of teaching, learning and assessment is good

The qualified childminder has a good understanding of how young children learn. She spends time observing children and plans interesting activities based on what they need to learn next. For example, two-year-old children are highly engaged when they are taught how to throw balls at a target. The childminder supports children's physical skills and teaches them how to throw the ball in different ways. The childminder follows children's interests as they play and skilfully intervenes to support their learning most effectively. For instance, children are extremely interested in diggers in the street. The childminder uses the opportunity to teach them new vocabulary and support their language development.

Personal development, behaviour and welfare are good

Children behave well. The childminder is calm and patient. She has high expectations of children and provides lots of positive praise when they follow routines, such as tidy-up time. The childminder keeps her home clean and warm. She meets children's physical and emotional needs well. For example, she recognises signs when young children need their nappy changed, are tired or require a cuddle. The childminder supports children's independence skills well. For example, two-year-old children learn to use cutlery independently at mealtimes and take their own coats off after they have been outside. Children attend many groups within the local area. This helps support their social skills extremely well and helps them to learn about the wider community.

Outcomes for children are good

Children make good progress from their starting points. They are very motivated and spend long periods of time engrossed in play. Children explore high-quality resources under careful supervision and learn to mix socially. They are developing the key skills that give them a good start for their future learning and eventual move on to school.

Setting details

Unique reference number	EY405795
Local authority	Leeds
Inspection number	1102244
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	24 April 2014
Telephone number	

The childminder registered in 2010. The childminder operates all year round from 7.45am until 5.30pm, Monday to Friday, except bank holidays and family holidays. She occasionally works with an assistant.

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Piccadilly Gate
Store St
Manchester
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