

Inspection date	3 February 2015
Previous inspection date	15 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 uses his good knowledge of the children's individual learning needs to ensure that they receive a broad range of activities that support their learning across the seven areas.
- Children develop good thinking skills. This is because the childminder asks open-ended questions throughout activities and responds with enthusiasm to children's answers.
- Children are safeguarded because of effective risk assessments and well-considered safety practices.
- The childminder works well in partnership with parents and other professionals to support children's learning and care routines.
- The childminder works closely with his co-childminder to support children's next steps in learning.
- Children develop close attachments to the childminder. This is because he enthusiastically attends to their needs and he praises their achievements.

It is not yet outstanding because:

- The childminder does not provide optimum opportunities to further support children's and babies' heuristic and creative development as they investigate the environment.
- Children do not have the very best of opportunities to use language to depict quantities, to further develop their understanding of mathematical concepts.

What the setting needs to do to improve further

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

- develop children's and babies' understanding of the world around them, for example, by introducing a broader range of natural media and sensory resources to support their play and exploration
- build on children's developing mathematical skills, for example, by making optimum use of the language of quantities, such as 'more' or 'less', as they investigate resources and the environment.

Inspection activities

- The inspector toured the premises and observed play resources indoors and outside.
- The inspector discussed how the childminder includes the views of parents as part of the evaluation process to support children.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities and interactions between the childminder and children.
- The inspector sampled a range of documents, including evidence of suitability checks for the childminder and other adults in the household, and policies and procedures.

Inspector

Melissa Patel

Inspection findings

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

The childminder has a strong understanding of what the children know and can do. As a result, he plans a broad range of activities to support their good progress towards the early learning goals. The childminder is enthusiastic and playful with the children. This successfully motivates children of different ages and abilities to play and learn, such as while they use their imaginations to explore pretend food. Children develop strong communication and thinking skills. This is because the childminder uses clear language as he engages them in conversation, asks them purposeful questions and listens to their ideas. Children's mathematical skills are developing because the childminder encourages them to count and recognise numerals. However, opportunities to teach children to use mathematical language, such as 'more' or 'less', are not consistently achieved. Children thoroughly enjoy exploring some creative resources, such as play dough. However, children and babies do not have optimum opportunities to investigate natural and sensory materials to further support their understanding about the world around them.

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

Children's health and safety are promoted well because the childminder's home is safe and clean. Children are taught how to stay safe, for example, they practice the fire evacuation procedure regularly. Children are developing a growing understanding of the importance of healthy living. This is because they are taught to make healthy food choices from a nutritious range. In addition, they have regular opportunities to do physical activities outside, both in the garden and on outings. The childminder works closely with parents to ensure children's care needs, such as dietary requirements, are met. Children's and babies' emotional well-being is successfully supported. This is because the childminder cheerfully praises their achievements during daily routines, such as when they independently choose resources. Consequently they develop strong attachments with the childminder and they behave happily as they explore.

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

The childminder's ability to effectively monitor risks within the environment, and his good knowledge of child protection procedures, keeps children safeguarded. The childminder's secure knowledge of the learning and development requirements is updated through research and the required training. He uses this knowledge to effectively implement assessments to support children's next stages in learning, working closely alongside another childminder. Recommendations raised at the last inspection have been effectively addressed. This has resulted in successful planning processes to support children's and babies' progress. Improved evaluation processes, including taking account of parents' views, have improved the support given to children's all-round development. Good partnerships with parents and other early years providers are established. This ensures children are supported consistently and that information is effectively shared between provisions, home and when they move on to school or nursery.

Setting details

Unique reference number	EY411814
Local authority	Leeds
Inspection number	879730
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	15 May 2012
Telephone number	

The childminder was registered in May 2010 and lives in the Cookridge area of Leeds, West Yorkshire. The childminder works with another childminder. He operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. He has links with the local schools.

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