

Childminder report

Inspection date	13 September 2018
Previous inspection date	3 February 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

- The childminder continually reflects on his practice. He has worked on the improvements recommended at his last inspection. For example, he consistently uses mathematical language to support children's play. This helps to develop children's understanding of shape, space and measurement, and promotes key skills for their future learning.
- The childminder regularly monitors the progress that children make. He keeps parents well informed of their child's development, including through daily discussions and an online system. This helps to promote strong continuity in care and learning.
- The childminder works very closely with his co-childminder. Their positive relationship provides an excellent role model for the children. Children are calm, confident and secure in the setting.
- The childminder has a passion for outdoor learning. Children spend lots of time exploring in the local woods, parks and countryside. This fosters their physical well-being successfully.
- Parents are very happy with the quality of care and learning provided. For example, one comments, 'They have managed to cater for two very different children and have gained love and respect from them both. They have supported special times for the children, such as their first day at school.'

What the setting needs to do to improve further

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

- explore further professional development opportunities to help to raise the quality of teaching and learning to the highest level
- extend opportunities for children to make their own decisions and practise their independence skills even more in activities and routines.

Inspection activities

- The inspector observed the quality of teaching during activities indoors. She 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, such as policies and procedures, training records and children's progress files.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of parents' views recorded as feedback for the inspection and on the childminder's questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands what action to take if he has any concerns about a child's welfare. He is vigilant and confident to identify possible signs and symptoms of child abuse. He shows good knowledge of wider safeguarding issues and keeps up to date with safeguarding training and information. He has developed close links with the local school and nursery where the children attend. He arranges times to speak to the teachers and share key information about children as appropriate. The childminder captures observations of children's play and assesses the progress that they are making. This enables him to notice any gaps in children's learning and put strategies in place to support them.

Quality of teaching, learning and assessment is good

The childminder plans activities with his co-childminder around different topics and areas of learning. He identifies what the children need to learn next and incorporates this learning through their interests well. One example of this is that children explore a variety of items they collected during a nature walk. He promotes new vocabulary, such as 'bark', and extends children's understanding of the world around them effectively. Younger children enjoy feeling the different textures of the items. Older children identify colours, shapes and the number of leaves on the branches. The childminder is vibrant and fun while he reads a story to the children. They listen carefully, answer questions and repeat words with support. This helps to promote children's communication and language skills successfully.

Personal development, behaviour and welfare are good

Children form very close attachments with the childminder and his co-childminder. Children's personal, social and emotional development are supported consistently. For example, during care routines, such as nappy changing, he tickles young children's tummies and feet, and waits for them to anticipate a response. The childminder is fully aware of children's individual needs, for example, he gathers detailed information about children's allergies. Children's behaviour is good. They are encouraged to help tidy away the toys once finished with them, and happily count the items back into a bag.

Outcomes for children are good

Children make good progress. They settle quickly in the setting and are motivated to join in activities. For example, they spend long periods building models with bricks. They enjoy being imaginative, such as when playing with animals and vehicles on the 'farm'. Children learn about numbers, shapes and measurement through their daily activities and routines. They enjoy singing, reading and practise making marks. This helps children to develop key skills in readiness for school.

Setting details

Unique reference number	EY411814
Local authority	Leeds
Inspection number	10070946
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 February 2015

The childminder registered in May 2010. He operates all year round, from 7am to 6pm on Monday to Friday, except bank holidays and family holidays. The childminder works with another childminder.

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