

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

The provision is good

- The childminder and her co-childminder work together extremely well as a team. This creates a calm, enjoyable and nurturing environment for the children, which helps to promote children's confidence and self-esteem effectively.
- The childminder works closely with other professionals to help to improve outcomes for children. For example, she uses strategies gained from the speech and language therapist to help to improve children's communication skills.
- Children behave well. The childminder sensitively supports children to join in activities and offers consistent reassurance. This helps to foster their social skills and emotional well-being successfully.
- Parents are very complimentary about the childminder and her co-childminder. One comments, 'They are very calm, patient and kind. Children are happy and well behaved.'
- The childminder reflects on her practice using the views of her co-childminder, parents and children. As an example, she has recently adapted her questionnaires to gain more-detailed feedback from parents. This has enabled her to identify improvements needed, such as offering more craft activities for the children who attend before school.

It is not yet outstanding because:

- The childminder does not gather as much detailed information as possible from parents to help inform a precise initial assessment of children's skills, knowledge and development.
- The childminder does not target her professional development sharply enough to help raise the quality of teaching and learning to the highest possible level.

What the setting needs to do to improve further

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

- gather more detailed information from parents when children first start at the setting to help inform an even more-precise initial assessment of children's skills, knowledge and development
- strengthen the programme of professional development to help raise the quality of teaching and learning to the highest possible level.

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 and had discussions at appropriate times during the inspection.
- The inspector looked at documents, such as children's observations and assessments, a sample of policies and procedures, and training records. The inspector discussed self-evaluation with the childminder.
- The inspector spoke to children during the inspection and took account their views.
- The inspector took account of parents' written feedback received for the inspection and comments on the childminder's questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The childminder has addressed the recommendations for improvement from her last inspection. For example, she now provides a wider variety of sensory activities and natural resources to help promote children's curiosity and exploration further. Safeguarding is effective. The childminder is knowledgeable regarding child protection issues. She is confident in following her robust policies and procedures if she has any concerns about children's welfare. The childminder has a good awareness of wider safeguarding issues and has recently completed safeguarding training. She has thorough risk assessments in place to help her to minimise any risks to children, both in the home and for outings. The childminder has close links with the teachers at the local school and nursery. This helps to promote strong continuity in care and learning when children start at a new setting.

Quality of teaching, learning and assessment is good

The childminder regularly monitors and assesses the progress that children make. She compiles photographs and observations, and shares these with parents via an online system. She speaks to parents each day and plans activities to support the children's interests. For example, girls enjoy taking part in sensory play and join in with familiar songs. The childminder's activities are planned carefully to cater for children's individual needs. For example, she skilfully adapts a play-dough activity to support what children need to learn next. Younger children are encouraged to experience and feel the texture or make marks in the dough with their fingers and tools. Older children attempt to create a 'monster' using sticks, googly eyes and feathers. Children enjoy talking about sizes, shapes and numbers in their play. This helps to foster their mathematical skills effectively.

Personal development, behaviour and welfare are good

The childminder promotes children's independence well. For example, they are given time to make their own choices in play and attempt things by themselves. She models how to wash their hands thoroughly, and is patient and caring while children learn to feed themselves. Children are keen to join in play and show good concentration during activities. One example of this is children spending a long time creating their own models from bricks. The childminder is keen to spend time outdoors and children benefit from a wide range of trips in the local community and beyond. For example, they enjoy collecting a variety of leaves, twigs and bark while on a nature walk together. This helps to develop children's understanding of the world successfully.

Outcomes for children are good

Children make good progress. They enjoy listening to stories and actively join in with actions and words. They develop good physical skills, for example, they practise filling and emptying different containers while playing in the 'kitchen'. Children enjoy using their imaginations while they pretend to drive vehicles around and fly aeroplanes in the air. They learn to build relationships and communicate with others effectively. This helps children to develop key skills in preparation for school and their future learning.

Setting details

Unique reference number	EY430023
Local authority	Leeds
Inspection number	10059976
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 2011. She 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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