

Childminder report

Inspection date	8 November 2018
Previous inspection date	7 May 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 is professional in her practice and works hard to evolve her skills and knowledge. She evaluates her setting well and identifies areas of improvement to suit the changing needs and interests of the children in her care.
- Children show high levels of emotional well-being. Even children newer to the setting are well settled and show confidence in their play. The childminder supports children using a calm and positive manner and follows procedures to ensure their welfare is met at all times.
- The childminder knows children very well and assesses their development frequently. She talks about how they like to learn and understands what they need to do next to develop their skills. The childminder provides children with a range of opportunities that follows their interests. As a result, children remain engaged and motivated during their play and make good levels of progress.
- Children learn how to play cooperatively with each other. The childminder helps them understand expectations and boundaries. Children learn how to respect and value each other and know when their actions may have an impact on others' feelings. They behave well.
- Children are highly involved in their own learning. They often take the lead during play and the childminder values the choices and ideas they have during activities. Children are confident and independent and develop the skills they need for future challenges, such as starting school.

It is not yet outstanding because:

- On occasion, the childminder does not ensure all space available to children in the setting is consistently ready for them to explore. For example, the outdoor area does not engage all children who may wish to learn there.
- Although parents receive information daily about their children's well-being, they are not consistently encouraged to contribute towards their children's learning and assessment.

What the setting needs to do to improve further

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

- develop and maintain all areas of the environment to help children consistently explore and engage in their learning
- encourage parents to contribute continually to assessment and learning for their children from the start, including sharing ideas from home.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through verbal feedback provided.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector held a number of discussions with the childminder.
- The inspector completed a joint evaluation of an activity with the childminder.

Inspector

Rachel Waterhouse

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has secure procedures to help keep children from harm and understands her role in reporting any concerns for their welfare. The childminder provides a safe and stimulating setting, overall. She regularly ensures she assesses and addresses any risks to prevent accidents occurring. In addition, she helps children keep themselves safe. Children tidy up toys in their play area so they do not trip and understand that 'the oven is hot and dangerous' when the childminder is preparing food in the kitchen. The childminder monitors all children's progress well from the start to ensure any gaps in learning are identified and swiftly tackled. She knows where to seek support if she is concerned about a child's development and can work with other professionals when appropriate, ensuring continuity of care and learning.

Quality of teaching, learning and assessment is good

The childminder supports children's communication and language skills well. For example, after the childminder reads a story, children draw their own scene from the book and find small play people to resemble characters. They use these to re-tell the events in the story and even the youngest children say new words as they join in with repetition. The childminder helps children develop mathematical awareness during play. Children draw 'long grass', count the buttons on their gingerbread men and begin to write numbers with the childminder's support. The childminder skilfully intervenes in children's play to ask questions that help extend their learning well. She understands how to work with children to help them reach their early learning goals. Children become well prepared for their eventual move to school.

Personal development, behaviour and welfare are good

Children have excellent relationships with the childminder. She is a good role model and they go to her for support if they need it. Children are very independent and are proud when they achieve. The childminder gives children opportunities to develop a good understanding of their local community. They attend various play and networking groups and have the chance to socialise with different people and learn about their similarities and differences. Children are well aware of other people and are kind and welcoming. The childminder successfully supports children's physical skills. Children enjoy walks to local parks and exercise in her large garden. Children learn about healthy lifestyles as they discuss the home-cooked food the childminder provides and wash their hands regularly.

Outcomes for children are good

Children have positive attitudes to learning and love to spend time playing with the childminder. They choose from a wide range of resources suitable for their ages and stages in development. Children have a caring nature towards others that they show as they handle dolls carefully and talk to them gently during role-play games. They enjoy playing together and like competition. For example, children see who can jump the highest over the picture they have drawn on a large sheet of paper on the floor.

Setting details

Unique reference number	EY438788
Local authority	Leeds
Inspection number	10070951
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	6
Date of previous inspection	7 May 2015

The childminder registered in 2011 and lives in Roundhay, Leeds. She operates all year round, from 6.30am to 5.30pm from Monday to Friday, except bank holidays and family holidays. The childminder holds a suitable level 3 childcare qualification.

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