

Childminder Report

Inspection date

3 July 2015

Previous inspection date

23 February 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 provides a welcoming home environment for children. This helps them to settle quickly and feel confident and secure.
- Teaching is good and the childminder builds on children's learning well so that they make good progress. She uses her observations and assessments to plan the next steps in their learning effectively.
- The childminder poses questions to children and challenges them to test ideas through trial and error. This helps children develop the confidence, skills and attitudes to promote their future learning.
- The childminder shows a positive attitude to continually developing and improving her practice. She evaluates what she does and is keen to attend further training. This has a positive impact on the quality of her provision.
- The childminder consistently gives priority to the safety of children and supports their growing understanding of how to keep themselves safe.
- The childminder works closely with local schools and other professionals. This ensures consistency in children's care and development.
- Care practices help children to learn about healthy lifestyles and establish good hygiene routines. They participate in regular exercise outdoors, access their own drinks and apply their own sun cream before they go out in the sun.

It is not yet outstanding because:

- The childminder has yet to explore further ways to obtain additional information about children's achievements from parents.
- The childminder does not have a sharply focused and targeted programme of professional development in place to enhance her wealth of knowledge and experience.

What the setting needs to do to improve further

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

- refine the methods used to encourage parental contribution towards children's assessments, in order to more accurately identify and plan children's developing needs and interests
- strengthen the plan for professional development so that it is sharply focused on developing the already good teaching to the highest level.

Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder throughout the inspection.
- The inspector had a tour of the areas used for childminding, including the lounge, the kitchen and she viewed the rear garden.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's self-evaluation form and took account of the views of parents through their written feedback. She also looked at a selection of risk assessments and policy documents, including the safeguarding policy and procedures.

Inspector

Amanda Forrest

Inspection findings

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

Children play and learn in a vibrant and stimulating environment. The childminder provides activities that are well planned to cover all areas of learning, and offers challenging and motivating learning experiences for all children. The childminder knows when to leave children alone to explore, make their own discoveries and solve problems through self-initiated play. For example, younger children are given time to experiment with toys which light up and make a variety of noises. They show fascination as they watch and listen to the noises the toys make, and work out the actions needed to repeat the task. The childminder is skilled at shaping activities as they occur to follow and extend children's interest and learning. As a result, children of all ages demonstrate an eagerness to try new things and are motivated to learn. The childminder establishes close relationships with parents and outside agencies. However, she does not encourage parents to share detailed information about children's abilities and achievements to enable her to plan appropriate experiences more effectively.

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

The childminder is kind and caring. She acts as a positive role model, helping children to understand how to share and take turns. This ensures that they behave well. Furthermore, the childminder gives lots of praise and encouragement, which boosts children's self-esteem and emotional well-being. Children demonstrate good levels of independence, as they make choices about the resources they want to play with from the low-level containers. Parents provide their children's meals each day and the childminder encourages children to make healthy choices. Children have daily opportunities to develop their physical skills and learn to be safe effectively. The childminder supports children well to mix with a variety of people and to develop their social skills, which prepares them for the move on to nursery or school.

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

The childminder has a good understanding of the Early Years Foundation Stage. She checks the areas which the children use daily so they can play safely indoors and outside. The childminder follows the Local Safeguarding Children Board guidance and understands the procedures to follow if she has concerns about a child. As a result, children are effectively kept safe from harm. The childminder reflects on her practice, taking into account the views of parents, children and others. However, the childminder's plans for her own professional development do not include opportunities to extend her knowledge and improve her already good practice. Comments from parents show that they value the childminder highly and are happy with the care she provides. They feel that their children are safe, well cared for and making good progress.

Setting details

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|------------------------------------|------------------|
| Unique reference number | 319774 |
| Local authority | Leeds |
| Inspection number | 872080 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 23 February 2011 |
| Telephone number | |

The childminder was registered in 1991 and lives in Tingley, Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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