

Childminder Report

Inspection date	19 October 2015
Previous inspection date	24 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 quality of teaching is good. The well-qualified childminder uses her knowledge of the children to effectively identify the next steps in their learning. Assessments of children's development are accurate and precise. As a result, all children make good progress in their learning and some make extremely rapid progress.
- The childminder demonstrates a natural bond with children. She shows a good understanding of each child's individual needs. Children develop confidence and feel secure and safe with the childminder. She is caring and promotes children's emotional well-being effectively.
- The childminder provides children with a range of resources to experiment with creatively. Children use a variety of materials and techniques as they explore what happens when they mix colours and combine different media to create new effects.
- The childminder reflects on her practice and is clear about how to develop her provision further. She demonstrates a strong commitment to furthering her professional development, in order to continue to support children's learning.
- Children's mathematical understanding is very good. The childminder constantly talks to them about shapes, colours and numbers, encouraging them to count as they play.
- The childminder works closely with local schools and other professionals. This ensures consistency in children's care and development.

It is not yet outstanding because:

- The childminder does not always make the best possible use of all teaching opportunities, to help children make even more progress in their early speaking skills.
- The childminder does not consistently involve all parents in their children's learning and development, so they are able to continue the very good learning at home.

What the setting needs to do to improve further

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

- consistently promote children's speaking skills, so that all children contribute to discussions and make the best possible progress given their starting points
- involve parents consistently in their children's learning, to promote a consistent approach to supporting children's development, so that they continue to make the rapid progress.

Inspection activities

- The inspector had a tour of the areas of the home used for childcare.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector discussed and evaluated a planned activity with the childminder.
- The inspector observed the childminder and the children playing in the indoor and outdoor environments.
- The inspector sampled a range of the childminder's documentation, including evidence of suitability, qualifications, policies and children's learning records.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder regularly attends safeguarding training and has a sound knowledge of signs of abuse, neglect and other potential risks to children. She knows what action to take if she has concerns about a child's welfare. The childminder is committed to offering children and families a high-quality provision. She checks the effectiveness of her procedures and quality of her teaching, identifying areas for further development to support children's outcomes. The childminder welcomes and acts on parents' and children's views to make timely, appropriate improvements. She has created a self-contained, well-equipped playroom, on the lower floor of her home, where children enjoy choosing books and toys and soon settle to play. The childminder invests in her professional development by attending training and sharing best practice with others. This and the fact that she is well qualified, ensures the childminder's teaching and care are good.

Quality of teaching, learning and assessment is good

The childminder offers a stimulating learning environment where children are motivated and independently access a range of toys and equipment. She regularly reviews children's progress and accurately identifies any gaps in their learning. Children's mathematical development is supported well through play and everyday routines. For example, children are enthusiastic about counting the natural resources they collect during daily walks. Children have good opportunities to develop their literacy skills. The childminder skilfully uses her voice and props, such as puppets to illustrate a story. The children are captivated and listen intently throughout. Younger children enjoy the sensory exploration of making marks and patterns in a mixture of pebbles, sand and polystyrene, using their hands and different objects. They are encouraged to develop their control and coordination, as they use spoons to scoop the mixture into different types of containers and to lift small objects.

Personal development, behaviour and welfare are good

The childminder's home is safe and welcoming. Children are provided with healthy snacks and bring packed lunches at mealtimes to promote their good health. The childminder teaches children good hygiene routines and she is a positive role model. She has clear behavioural expectations for the children and effectively teaches them to play well together and treat each other with respect. Children demonstrate caring attitudes as they look after and cuddle toy dolls. Children respond to the childminder's praise and encouragement. They feel secure and valued. Children have opportunities to be physically active in the garden and during trips to the park. Children enjoy visits to the library and farm and regularly attend local groups with the childminder. They meet other children from the local community.

Outcomes for children are good

All children make good progress from their individual starting points and acquire the necessary skills for school. The childminder uses regular observation to accurately assess children's abilities and progress. This enables her to plan for, and effectively prioritise, any gaps in children's learning.

Setting details

Unique reference number	EY422698
Local authority	Leeds
Inspection number	852342
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	24 October 2011
Telephone number	

The childminder was registered in 2011 and lives in Rothwell, Leeds. She operates from 7.30am to 6pm, Monday to Wednesday, and 7.30am to 9am and 3.30pm to 6pm, Thursday and Friday, all year round, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4.

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