

# Childminder Report

**Inspection date**

18 January 2016

Previous inspection date

16 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Partnerships with parents are strong. Parents speak highly of the childminder and value the support and learning experiences she provides for their children.
- The childminder's commitment to her professional development is good. She accesses a wide range of training courses and shares ideas with other professionals. This means she is continually improving her skills, knowledge and understanding, and making changes to her practice.
- The childminder provides a warm and welcoming environment for children. Children form caring bonds with the childminder, which supports their emotional development. Children are happy and eager to play and learn.
- Children behave well. The childminder is a good role model. As a result, children know what is expected of them and they learn to share and take turns.
- The quality of teaching is good. The childminder is well trained and qualified. She uses her knowledge to provide a range of challenging activities to promote children's learning.

### It is not yet outstanding because:

- The childminder does not always promote children's critical-thinking skills.
- The childminder does not consistently use all available opportunities to fully promote children's awareness of healthy eating and lifestyles.

## What the setting needs to do to improve further

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

- give children more opportunities to develop their critical-thinking skills
- strengthen opportunities to develop children's awareness of healthy eating, to contribute towards their understanding of leading healthy lifestyles.

### Inspection activities

- The inspector made observations of and discussed the outcome of a planned activity with the childminder.
- The inspector had a tour of the premises and observed the childminder and children in the downstairs rooms of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies, and checked evidence of the childminder's suitability.
- The inspector took account of the views of parents from written comments.

### Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is experienced and dedicated to providing children with good quality care and learning in a safe environment. The arrangements for safeguarding are effective. The childminder has a good understanding of possible signs and symptoms of abuse and of the steps to take should she have concerns. The childminder carefully considers her professional development. She attends training, reads childcare publications and accesses information on the internet to extend her knowledge. The childminder works well with other settings children attend to promote continuity in their learning and care. The childminder provides parents with information about her setting so that they have a good understanding of the service she provides. Parents' comments are positive. They say their children are happy and that the childminder is helping their child to make good progress.

### Quality of teaching, learning and assessment is good

The childminder has a good understanding of the learning and development requirements. She carefully plans activities, incorporating children's interests and their next steps in development. This is one of the ways she ensures that activities are meaningful to children and their enthusiasm to learn is ignited. This helps children develop the skills they need in readiness for nursery or school. The childminder competently uses play-based activities to teach children key skills that prepare them well for future learning. For example, she introduces mathematics into activities as she encourages children to count, identify shapes and use early calculation skills. Children's communication and language skills are supported well. The childminder speaks slowly and repeats words to support young children as they learn to speak. The childminder makes good use of outings and visits to extend children's learning experiences. Children learn about people and communities, the world around them, nature and the natural environment. The childminder discusses children's learning needs with parents. They share activity ideas and work together to support children's progress.

### Personal development, behaviour and welfare are good

Children are clearly happy, content and settled in the childminder's care. Good settling-in procedures enable the childminder to get to know the children well. This helps to effectively support them in their move from home. Children learn to play with their friends, share, take turns and develop the confidence to embrace new situations. This helps to prepare children well for school. Children enjoy physical exercise and fresh air. They regularly go on outings to local parks and community groups. These experiences help to promote positive attitudes to exercise, and increase children's social skills and confidence. Children independently access a varied range of resources which are easily accessible to enable them to participate in purposeful play.

### Outcomes for children are good

All children make good progress from their starting points. The childminder has a good knowledge and understanding of the skills children need in preparation for their move to school. She tracks children's progress carefully and knows what to do if she identifies gaps in learning, which includes involving parents and external agencies.

## Setting details

<b>Unique reference number</b>	319604
<b>Local authority</b>	Leeds
<b>Inspection number</b>	847790
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 May 2011
<b>Telephone number</b>	

The childminder was registered in 1987 and lives in Otley, Leeds. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

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