

Childminder Report

Inspection date

13 May 2016

Previous inspection date

6 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 good. Parents are kept very well informed regarding children's progress. This shared approach effectively supports children's learning and development and well-being, both in their own home and in the childminder's care.
- Children's behaviour is very good. Their good manners towards each other are particularly well supported by the childminder. Older children demonstrate their good consideration of younger children as they share and show kindness.
- The childminder has a secure knowledge of the individual needs and interests of the children in her care. She plans and provides appropriate and interesting activities across all areas of learning. These help to motivate children to become active learners.
- The childminder raises children's self-esteem and motivation by offering praise and support. These have a positive impact on their emotional well-being.
- The childminder creates a safe, secure and inviting environment. This contributes towards children being well protected from harm.

It is not yet outstanding because:

- While the childminder initially requests information from parents about children's individual needs, she does not use information about their prior learning to help inform planning right from the start.
- The childminder does not fully extend children's awareness of diversity in the wider community to develop their understanding of other people's cultures, faiths and traditions.

What the setting needs to do to improve further

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

- use information from parents about their children's capabilities on entry to inform initial assessments and precisely plan from the start
- extend the opportunities to strengthen children's understanding of similarities and differences between themselves and people in the wider community.

Inspection activities

- The inspector viewed areas of the childminder's home used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at policies, children's personal profiles and a range of other documentation, including evidence of qualifications and suitability of household members.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took into account the written views of parents.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures are up to date and implemented well. The childminder is aware of the possible signs that would alert her to children at risk of harm. She knows how to make a referral through the appropriate channels to her local authority. The childminder engages in self-evaluation and has a well-targeted programme of continual professional development. This focused approach to her own training and development ensures she is continually improving the outcomes for children. The childminder has made strong links with the local school. These contribute towards preparing children for their future move on to formal education. The childminder has developed effective partnerships with other childminders in the local area, enabling her to effectively share and discuss best practice.

Quality of teaching, learning and assessment is good

The childminder uses her good skills in teaching and her knowledge to provide a varied range of learning opportunities based on children's interests. For example, the childminder supports children as they explore their enjoyment of sand and water. She repeats words back to younger children and extends their vocabulary as they play. The childminder asks children questions and engages them in conversations. This helps to promote children's communication and language skills. Children confidently use their imagination as they role play. The childminder joins in play or is nearby to support learning. She supports older children's early literacy skills as they use chalks to draw and to write their names. Planning and assessments are precise and sharply focused on each child's individual needs. The childminder uses this information to help her identify any gaps in their learning and to swiftly provide the support they need. The childminder understands her responsibilities relating to the progress check for children between the ages of two and three years.

Personal development, behaviour and welfare are good

The childminder is calm and caring. She establishes warm and secure relationships with children. These help children to have a strong sense of security and belonging. Children's individual care needs are met well and their confidence and emotional well-being are effectively supported. The childminder focuses well on helping children to develop their independence and self-care skills. This helps to prepare children for the next stage in their learning, including school. She promotes healthy lifestyles well. She provides children with a wide range of healthy foods and drinks. Children have plenty of outdoor play and their physical development is well promoted. They regularly visit local parks and go on nature walks, providing further opportunities for children to be active and to learn about the environment.

Outcomes for children are good

Children demonstrate high levels of confidence and motivation as they move around the setting freely. They enjoy using a good range of easily accessible resources. Children develop positive attitudes towards taking part in learning experiences. They make good progress in their learning and development. They are gaining a good range of skills in preparation for school when the time comes.

Setting details

Unique reference number	EY459009
Local authority	Leeds
Inspection number	1043176
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	6 August 2013
Telephone number	

The childminder was registered in 2008 and lives in Methley, Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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