

# Childminder Report

**Inspection date**

23 May 2016

Previous inspection date

6 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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**

- The childminder has successfully addressed the actions and recommendations raised at the previous inspection. She encourages children to make decisions in their learning and solve problems as they play. This helps to develop children's thinking skills and helps them to make good progress in their learning.
- The quality of teaching is good. Children have a wide range of resources to choose from and have uninterrupted time to play. They are deeply engaged in their play and demonstrate that they are motivated to learn.
- The childminder is a good role model. She offers regular praise and encouragement as children play and she supports children to participate in sharing and turn-taking games. Children demonstrate good behaviour.
- Parents are invited to contribute to their child's learning. The childminder shares regular information with parents about children's learning and offers ideas and suggestions to continue this learning at home. This helps to provide a continued approach to children's learning and care needs.

**It is not yet outstanding because:**

- The childminder has allowed her first-aid qualification to lapse. However, she has already taken action to address this.
- Self-evaluation procedures are not detailed enough to precisely identify weaknesses and drive improvement forward.
- The childminder does not focus professional development opportunities on raising her current skills and knowledge to the highest level.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage and the Childcare Register the provider must:**

	<b>Due Date</b>
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|---|------------|
| ■ complete a first-aid training course and ensure a valid first-aid certificate is held at all times. | 22/07/2016 |
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**To further improve the quality of the early years provision the provider should:**

- focus professional development opportunities more precisely to extend current skills and knowledge to the highest level
- extend self-evaluation procedures to target areas of development and to raise the quality of the provision to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation and evidence of the suitability of adults in the household.
- The inspector took into account the views of children and parents during the inspection.

### Inspector

Emma Allison

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a good level of knowledge of how to effectively promote children's good health and well-being. She has detailed policies in place and is aware of the signs and symptoms of abuse and the importance of responding in a timely and appropriate way. The childminder completes regular risk assessments on her home and garden. This helps her to identify any potential hazards in the environment. She provides a well-organised environment for children to explore and takes into account the different ages and abilities of children's learning. The childminder has systems in place to track the progress children make in their learning. This helps her swiftly identify any gaps in children's development.

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

The childminder supports children's creative skills well. Children create movements in response to music. They sing along as they make sounds with the various instruments. The childminder models how to use the instruments and supports children to listen to the different beats. Children join in with different songs. The childminder involves children in choosing songs with repeated words and phrases, songs that require replies and taking turns. This helps to promote children's listening and attention skills. The childminder supports and extends children's understanding of how to operate simple information, communication and technology equipment. Children use toy electronic tills and toy laptops. They begin to understand that technology can be used for particular purposes.

### Personal development, behaviour and welfare are good

The childminder maintains a good knowledge of first-aid procedures. However, she does not hold a current first-aid qualification. The childminder has robust settling-in procedures in place. Children and their parents are welcomed into the provision before they start. This helps them to become familiar with the environment and form relationships with the childminder and other children. The childminder gathers relevant information from parents about what their children know and can already do. This helps the childminder to form individual, accurate starting points in their learning. The childminder supports children to extend their physical skills, particularly well. Children have a large choice of resources and equipment to use in the outdoor garden. For example, children ride around on large-wheeled toys and they run freely in the garden, negotiating space successfully and adjusting their speeds when starting and stopping. The childminder provides children with regular healthy snacks, drinks and meals. This helps to promote healthy lifestyles.

### Outcomes for children are good

Children's communication and language skills are well supported. All children are developing skills that will enhance their future learning well. Children are confident and demonstrate high levels of self-esteem. They are independent and follow their own ideas in their learning. Children spend time counting out the small-world animals and inventing their own games. They talk regularly as they play and describe what they are going to do next. They are well prepared for their next stage in learning, such as going to nursery or school.

## Setting details

<b>Unique reference number</b>	EY460687
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1043313
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 November 2013
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Morley, Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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