

Childminder Report

Inspection date

27 June 2016

Previous inspection date

9 October 2012

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

- The childminder has worked hard to address the weaknesses identified during the last inspection. She has developed links with other childminders and seeks support from the local children's centre. This has resulted in good progress being made.
- Partnerships with parents are very well established. The childminder supports and guides parents as they take a shared approach to managing children's emotional needs.
- The childminder is very aware of the importance of preparing children for the next stage in their learning. She exchanges information with parents and other settings that children attend. This helps her to plan for and provide the right support for children to enable them to develop the key skills needed to be successful learners.
- Children behave well because they know and understand the rules and boundaries. The childminder makes everyday tasks fun and uses high-quality praise and encouragement. She makes her expectations clear. This supports children's sense of security and fully promotes their well-being.
- The childminder's teaching is good. She uses a range of good teaching techniques to engage and motivate children in their play. She extends games and activities to challenge children in their learning and improve their skills.

It is not yet outstanding because:

- The childminder does not use self-evaluation effectively to focus sufficiently on how she can further improve the quality of teaching.
- Sometimes, the childminder does not provide enough opportunities to develop children's early reading skills.

What the setting needs to do to improve further

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

- strengthen self-evaluation processes to focus sufficiently on how the quality of teaching can be further developed in order to promote the best outcomes for children
- provide more opportunities to develop children's early reading skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector jointly evaluated children's learning with the childminder.
- The inspector looked at relevant documentation, such as children's development records, the childminder's self-evaluation and evidence of the suitability of adult members of the household.
- The inspector took account of the views of parents spoken to during the inspection and provided through written feedback.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

The childminder provides children with a safe and secure environment which she closely monitors. She has completed training to develop her knowledge and understanding of child protection issues. She recognises potential signs and symptoms of abuse. The childminder keeps up to date with local safeguarding board procedures. This means that she knows what to do if she is concerned about a child's welfare. The arrangements for safeguarding are effective. The childminder embraces partnership working and offers placements to local childcare students. She welcomes their fresh ideas and enthusiasm and sees this as an opportunity to enhance her practice and outcomes for children.

Quality of teaching, learning and assessment is good

The childminder observes children during their play and makes accurate assessments of what they are learning. This enables her to plan good quality activities and an environment which meets their individual needs and interests. The childminder makes sure that her expectations and teaching are appropriate to each age group. Older children play with skittles and accurately count how many they have knocked down. The childminder counts alongside younger children, modelling how to count one at a time. The childminder encourages children to have a go and keep on trying. She breaks down harder tasks into smaller steps so that children can succeed. The childminder places high priority on developing children's communication and language skills. She models language as children play, providing a running commentary. Children are supported well to recall events and make links in their experiences. They have plenty of opportunities to learn about diversity and difference. The childminder plans rich first-hand experiences to develop children's awareness of the world around them.

Personal development, behaviour and welfare are good

The childminder fosters close and caring relationships and is an excellent role model. She provides children with guidance and support, so that they can manage their feelings and behaviour. The childminder promotes children's sense of adventure and provides them with daily opportunities to be physically active. Children are developing their physical skills and confidence as they climb up small ladders. They run and negotiate space as they weave in and out of cones while kicking a ball. The childminder gives children responsibility and freedom. They explore their environment, which is set up so that they can make their own choices. Children move seamlessly between indoors and outdoors as they gather resources to extend their play. The childminder provides children with healthy snacks and meals, which they enjoy. Children are involved from an early age in care practices. They help to get their cot ready and settle to sleep very quickly.

Outcomes for children are good

Young children are learning to share, take turns and think about the needs and feelings of others. They show care and concern for living things in the environment. Children are independent and do things for themselves. This helps to boost their self-esteem and confidence. They enjoy good relationships with others and greet their friends with excitement. Children are making good progress in all areas of learning.

Setting details

Unique reference number	EY438676
Local authority	Leeds
Inspection number	1037091
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	9 October 2012
Telephone number	

The childminder was registered in 2012 and lives in Leeds. She operates all year round, from 7am to 6pm, except for Sundays and family holidays.

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