

# Childminder Report

<b>Inspection date</b>	14 November 2016
Previous inspection date	21 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 addressed all actions and recommendations set at her last inspection. She has recently undertaken a quality assessment process with the local authority and has met the criteria to provide funded education for two-year-old children. The childminder accurately evaluates her practice and takes into account the views of children and parents.
- The childminder supports children's communication and language development especially well. She skilfully uses descriptive language to help build children's vocabulary and asks thought-provoking questions to challenge their thinking. Older children talk articulately about their experiences and interests.
- The childminder provides an extensive range of play resources and experiences which helps children to develop their understanding of people who are different to them. She values each child as the special and unique individual they are.
- Parents are very happy with the progress their children are making. The childminder gathers information from parents about their children's development when they first start attending. She continues to keep them informed about their children's learning and development. Parents speak highly about the quality of care provided.
- The childminder works closely with other agencies and professionals. This helps to support a consistent approach to children's learning and developmental needs.

### It is not yet outstanding because:

- The childminder does not yet focus her professional development to build on her existing knowledge and raise the quality of teaching to an outstanding level.
- The childminder provides fewer experiences for babies to pursue their sensory explorations.

## What the setting needs to do to improve further

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

- identify professional development opportunities to build on existing knowledge and raise the quality of teaching to an outstanding level
- provide more experiences to develop babies' sensory awareness.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked a selection of documents, including children's records, assessments, suitability checks and training certificates.
- The inspector completed an evaluation of teaching with the childminder following a planned activity.
- The inspector discussed the childminder's self-evaluation. She took account of the views of parents spoken with during the inspection and also from written comments.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is trained in child protection and fully understands her responsibilities in keeping children safe from harm. She receives regular updates from the Local Safeguarding Children Board which are used to underpin her good safeguarding practice, policies and procedures. The childminder reviews children's learning and development regularly. She identifies any areas where they are not achieving in line with typical expectations. The childminder works on agreed strategies with parents and other professionals to help children continue to make progress in their learning and development. She maintains a two-way flow of information with other settings that children attend which supports consistency in their care.

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

The childminder is experienced and qualified. Her observations and assessments of children's development are accurate. She uses children's interests to plan and extend their individual learning further. Children use good memory recall skills as they recreate scenes depicting the recent winter weather. They play imaginatively and describe how their vehicles have got stuck in the snow. Children are enthusiastic and motivated in their play. They confidently sing a varied range of songs and accompany themselves using a wide range of musical instruments. Children make good comparisons from their own experience as they describe the sounds they make. The childminder skilfully builds on older children's understanding of telescopes. She values their ideas as they use the resources she provides in creative ways. Young children demonstrate their developing early literacy skills and write recognisable letters from their name. Babies show delight as they explore cause and effect toys.

### Personal development, behaviour and welfare are good

The childminder provides a well resourced, welcoming and homely environment for children. She puts in place individualised settling-in arrangements to meet children's particular needs. Children soon settle and build strong attachments with the childminder. Babies are content and display their obvious affection for her. Children's emotional well-being is strong and effectively supported. The childminder uses a gentle, nurturing approach and provides children with clear guidance. Children's behaviour is very good. Older children display excellent manners and are very sensitive to the needs of babies. Young children are highly independent and manage their personal care needs particularly well. Children's physical well-being is strong.

### Outcomes for children are good

All children, including those who have special educational needs or disabilities, are making good progress in their learning and development. Some children are exceeding the levels of development expected for their age. Children identify different words that rhyme. They count confidently and recognise written numerals. Boys display high levels of curiosity about the world around them and question why things happen. Children demonstrate positive attitudes and dispositions to their learning. All children are well prepared for the next stage in their learning, including when the time comes to start school.

## Setting details

<b>Unique reference number</b>	319560
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1043468
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 November 2013
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Chapel Allerton, Leeds. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. She supports children who have special educational needs or disabilities.

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