

Childminder Report

Inspection date

21 February 2017

Previous inspection date

13 January 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | 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 worked effectively with the local authority adviser since her last inspection. She has developed a deep understanding of how young children learn and is very responsive to their changing interests. The childminder provides a range of imaginative and sensory experiences that stimulates children's curiosity and enthusiasm.
- Children's communication and language development are supported and extended very well. The childminder encourages older children to talk about their experiences and reflects back what younger children say to help to extend their vocabulary skills. All children listen attentively and gain confidence in their speaking.
- Children's emotional well-being is nurtured effectively. The childminder is very warm, considerate and kind. Children are happy and sociable. This helps to promote children's self-confidence and develop their strong sense of security.
- The childminder observes children's play regularly. She produces accurate assessments and summaries of their development. Children's next steps in their learning are clearly identified. Children make good progress.
- The childminder has developed good partnerships with schools. She shares information about children's achievements and interests. This helps to ensure that effective continuity in learning is promoted. Parents value the support the childminder provides for their children.

It is not yet outstanding because:

- The childminder does not encourage all parents to share information about their children's development on entry to the setting, in order to help her tailor their care and education from the very start.

What the setting needs to do to improve further

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

- explore further ways to encourage all parents to share what they know about their children's development on entry to the setting.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the morning routine of dropping children off at school.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of school staff spoken to on the day and those of parents provided through written feedback.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge and understanding of how to protect children from harm. She supervises children at all times and maintains appropriate ratios so that children's individual needs are met, both in the setting and when dropping older children off at school. The childminder monitors children's progress carefully. Any delays in their learning and development are quickly identified and acted upon to help children catch up quickly. The childminder's self-evaluation is accurate and reflects her practice and provision well. She takes the views of children and parents into account and sets clear targets for improving the quality of her provision. The childminder is experienced and keeps up to date with childcare-related issues. She attends training and is proactive in researching current thinking. This helps to ensure that children achieve good learning outcomes.

Quality of teaching, learning and assessment is good

Partnerships with parents are well established. The childminder discusses children's ongoing development with parents. She works together with them closely to plan how to support the care and learning needs of their children. The childminder uses children's fascination with running water to introduce the mathematical concepts of full and empty. Young children squeal happily in anticipation as the childminder engages them in a game of hide and seek. Older children demonstrate a very good understanding of the world as they play imaginatively. Children recall their visit to the farm and re-enact this using a wide vocabulary. The childminder sustains children's concentration with an effective variety of teaching strategies. Younger children enjoy plenty of time exploring the sensory qualities of paint. They demonstrate competence in their fine manipulative skills. Young children carefully thread pipe cleaners through the holes in the colander with precision. The childminder interacts extremely well with children.

Personal development, behaviour and welfare are good

The childminder is supportive and kind to children and promotes their good behaviour. She uses regular praise to foster children's self-esteem and confidence. Older children demonstrate consideration of younger children as they learn to share and take turns. Children are very sociable. The childminder promotes healthy lifestyles. She provides children with a good range of healthy foods and drinks. Children's physical skills and well-being are effectively supported and they enjoy daily opportunities to be active outdoors. Good hygiene procedures are promoted, which help children learn how to maintain their good health.

Outcomes for children are good

Children are motivated in their play. They develop perseverance in tasks they set themselves. Children make good progress from their starting points in learning. Young children display good listening skills and levels of attention as they explore shakers. Older children demonstrate confidence in their mathematical understanding and complete simple additions. Children are highly imaginative, curious and enthusiastic learners. Children are well prepared for the next stage in their learning, including starting school.

Setting details

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|------------------------------------|---|
| Unique reference number | 320325 |
| Local authority | Leeds |
| Inspection number | 1043698 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 9 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Name of registered person | |
| Date of previous inspection | 13 January 2014 |
| Telephone number | |

The childminder was registered in 1996 and lives in Middleton, Leeds. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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