

Childminder Report

Inspection date

21 August 2017

Previous inspection date

5 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 created very good partnerships with parents, schools and other childminders to ensure positive outcomes for children. Parents are fully included in their child's development. They are complimentary of the care the childminder provides for their children.
- Children make good progress from the time they start to attend. The childminder provides a wide range of exciting learning activities indoors and outdoors which children thoroughly enjoy.
- Children develop very good speaking and listening skills. The childminder uses effective questioning to develop children's ability to hold conversations and successfully develops their ability to solve problems and think critically.
- The childminder is a very good role model. She has updated and developed her understanding of good behaviour management and incorporates this learning to develop her practice and support children's good behaviour. Children are cooperative and take turns. Their behaviour is good.

It is not yet outstanding because:

- The childminder does not always teach the sounds of individual letters correctly as she supports children to write.
- Occasionally, the childminder misses opportunities to extend children's mathematical learning of space and measurement.

What the setting needs to do to improve further

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

- help children learn to link the correct sound to letters
- extend and challenge children's mathematical learning to further develop their understanding of space and measurement.

Inspection activities

- The inspector observed children during play activities indoors and outdoors.
- The inspector held discussions with the childminder and talked with children.
- The inspector viewed a selection of documentation.
- The inspector discussed self-evaluation and observations of the children's learning and progress with the childminder and evaluated an activity with her.
- The inspector spoke to parents during the inspection and took account of the written views of other parents and professionals provided for the purpose of inspection.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a sound knowledge of the signs and symptoms of abuse and knows what procedures to follow if she has concerns about a child's welfare. The childminder values the views of parents in evaluating the quality of her setting. She is reflective and identifies targets for improvement successfully. The childminder's ongoing assessments of children are accurate. She identifies any gaps in children's development quickly and plans well for their learning to help them catch up.

Quality of teaching, learning and assessment is good

The childminder uses her observations of each child to provide activities and experiences that capture their interest successfully. This helps them to build on their existing knowledge and skills. The childminder uses effective questions to encourage children to think about what they will make with a cardboard box. Older children are motivated to share their ideas. They use their imagination well as they work collaboratively together to make a den. The childminder develops challenging activities to help children learn about the natural world. Children play bingo and search excitedly for insects, plants and objects in the garden. They help each other to identify what they find and think about the places to search for them.

Personal development, behaviour and welfare are good

The childminder effectively promotes children's emotional well-being. The childminder is kind, caring and clearly enjoys working with the children. She interacts well with them and gives lots of praise, which helps to promote children's self-esteem effectively. Children form strong bonds with the childminder and build friendships well with other children who attend. The childminder makes very good provision for children to exercise and play in the fresh air. Children skilfully balance eggs on their spoons as they determinedly complete the challenge of getting to the finish without dropping their egg. They confidently follow thorough, well-established hygiene routines, such as washing and drying their hands before eating and after feeding the chickens. This helps to promote children's physical well-being effectively. Children learn about different cultures, festivals and the importance of being kind and considerate towards others.

Outcomes for children are good

Children make good progress in their development and learn skills, which prepare them well for the next stage in their learning, including starting school. Older children are highly motivated and keen to learn. They are confident and actively engage in their learning. Children become increasingly independent and are skilled in making choices. For example, they put on their own wellington boots and choose whether to play indoors or in the garden. Children play well together, develop their own games and work cooperatively. Younger children skilfully write their names and count up to thirty.

Setting details

Unique reference number	EY461107
Local authority	Leeds
Inspection number	1066812
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	5 November 2013
Telephone number	

The childminder registered in 2013 and lives in Leeds, West Yorkshire. The childminder operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. She provides free early years education for two-, three- and four-year-old children.

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