

# Childminder Report

**Inspection date**

15 November 2017

Previous inspection date

19 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 supports children's emotional well-being effectively. She is kind and caring and children build positive, trusting relationships with her and with each other. Older children are encouraged to help younger children and take great pride in supporting them with daily routines, such as washing their hands before lunch.
- Children's behaviour is very good. The childminder is a positive role model for children and has clear expectations of behaviour which she consistently communicates to children.
- The childminder has a good understanding of how children learn. She plans a wide range of interesting activities and experiences for them. Children are motivated and engaged in their learning.
- The childminder places a strong focus on promoting children's communication and language skills. For example, she introduces new words into conversations and explains the meaning of these to help build on children's growing vocabulary skills.
- Partnerships with parents are strong. The childminder shares children's progress with parents regularly and offers suggestions of how parents can support learning at home. This helps promote continuity of care and learning.

### It is not yet outstanding because:

- Professional development opportunities are not highly focused on improving teaching to the highest levels and supporting children to make rapid progress in their learning.

## What the setting needs to do to improve further

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

- focus professional development opportunities on improving practice to the highest levels to support all children in making rapid progress in their learning.

### 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 completed a joint evaluation of an activity with the childminder.
- 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 parents through written feedback provided.

### Inspector

Amy Keith

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her role and responsibility in keeping children safe. She knows what action to take if she has concerns about children's welfare. The childminder takes a positive approach to improving her setting. For example, since the last inspection she has included a range of books and activities to support children in managing and talking about their feelings. Self-evaluation is effective. The childminder gains the views of parents and children and acts on their suggestions for improvement. Parents speak positively about the childminder and value the high-quality service she provides.

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

The qualified and experienced childminder makes regular observations and assessments of children's learning to monitor their progress. She successfully uses children's interests to engage them in activities. The childminder promotes children's speaking and listening skills well. For instance, she plays alongside children in the grocery shop role-play area. She teaches two-year-old children the names of the wide variety of real fruits and vegetables. Four-year-old children are supported extremely well to use their good language skills to play cooperatively and engage others in their imaginative play. The childminder has developed a well-organised and stimulating learning environment that supports children's choice and independent learning. For example, children thrive in the outdoor learning space as they closely observe spiders using magnifying glasses.

### Personal development, behaviour and welfare are good

Children are confident and happy and they gain good levels of self-esteem. Children benefit from good opportunities to gain fresh air and exercise daily. For example, they enjoy trips to the park and local wooded areas, play in the childminder's garden and walk to and from the local school. Children are kind and courteous to each other. They learn how to take turns and share resources and show care and consideration for each other's needs. For example, children are supported to take turns with the tractor as they play with the farm toys. The childminder supports children's physical skills well. Two-year-old children are beginning to use one-handed tools and equipment during activities, such as baking, and older children skilfully use pencils as they learn to write their names.

### Outcomes for children are good

Children make good progress from their starting points. They gain skills that prepare them well for future learning and their eventual move to school. They are interested in learning and keen to share what they already know. For instance, children talk confidently about what they might need for a baking activity. They apply their mathematical skills as they carefully weigh and accurately count out ingredients.

## Setting details

<b>Unique reference number</b>	EY457055
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1066546
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 June 2013
<b>Telephone number</b>	

The childminder registered in 2012. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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