

Childminder Report

Inspection date	17 January 2018
Previous inspection date	21 January 2014

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 an effective balance of child-led and adult-initiated activities for children. Children are keen, interested learners and make good progress.
- The childminder prepares children for school from an early age. She teaches them basic literacy and social skills. Children thoroughly enjoy story time and develop good communication skills and a love of books.
- The childminder is caring and sensitive towards children. She uses specific praise to show them what they have done well. Children's behaviour is very good and they have good levels of confidence and self-esteem.
- The childminder encourages children to take an active part in their own self-care and develop good levels of independence. Children show an awareness of what it means to be healthy and follow good hygiene routines.
- The childminder has developed excellent partnerships with other professionals who work with children, such as physiotherapists and dieticians. This helps her to meet children's specific care needs and promote inclusion.

It is not yet outstanding because:

- There are times during planned activities when some children are not highly challenged in order for them to make outstanding achievements in all aspects of their learning.
- The childminder does not gather feedback from parents and children to help her evaluate her setting and consider future improvements.

What the setting needs to do to improve further

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

- help the most able children to make rapid progress by promoting even more challenge during their planned learning experiences, particularly in their mathematical development
- gather feedback from parents and children to contribute to, and enhance, the self-evaluation process and drive continual improvements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder and her self-evaluation.
- The inspector obtained written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of how to monitor children's progress across every area of their learning. For example, she precisely tracks their learning to identify any areas of slower progress and uses this to plan future activities. This helps to monitor any potential gaps in learning. The childminder maintains her skills and knowledge to work with children. For example, she is part of a local network of other professionals to share good practice and access any further training, such as safeguarding courses. Safeguarding is effective. The childminder teaches children how to respond in emergency situations and completes safety checks on areas children use, in and out of the setting. She knows what to do if she has concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder recognises the importance of working in partnership with parents to promote continuity of learning for children. She collects information about children's prior achievements and their interests at home and uses this to prepare stimulating activities. For example, children show high levels of concentration and listen intently to a story. They use the props to develop their language skills and talk about what might happen next. The childminder encourages them to count the fruit items in the story and sensitively supports them to learn numbers in the right order. The childminder teaches children about different festivals and celebrations from around the world. They regularly use local facilities and have opportunities to learn about their local community.

Personal development, behaviour and welfare are good

Children have secure bonds with the childminder and show they feel safe with her. The childminder prioritises their emotional well-being and provides a warm, caring environment. Children show an awareness of their own safety and the childminder encourages them to manage appropriate risks for themselves. For example, children use knives safely to cut up fresh fruit at snack time and show pride in their achievements when they eat this afterwards. The childminder is sensitive in helping children manage their own personal needs and meets any specific care needs effectively. Children have opportunities to develop their small- and large-muscle skills. For example, they enjoy the fresh air as they walk to school and show very good control using pens.

Outcomes for children are good

Children make good progress in relation to their starting points and the majority are working in the stages typically expected for their age. Some children make particularly good progress in their literacy development and have a good understanding of the natural world, such as life cycles. Children develop their confidence in new social situations and keep trying to learn new skills.

Setting details

Unique reference number	EY266069
Local authority	Leeds
Inspection number	1101933
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	21 January 2014
Telephone number	

The childminder registered in 2003. She lives in Tingley in Wakefield, West Yorkshire. The childminder operates Monday to Friday all year round, from 7.30am until 5.30pm, except for bank holidays and family holidays. She provides funded early education places for two-, three-, and four-year old children.

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