

# Childminder Report

**Inspection date**

7 February 2018

Previous inspection date

22 January 2014

<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 is well qualified. The quality of her teaching is good, overall. She knows where children are in their learning and uses this appropriately to help them to make good progress.
- The childminder provides high levels of care. Children grow in confidence and are motivated to explore the range of experiences provided for them.
- The childminder has a sensitive and caring manner. She offers children plenty of attention, praise and encouragement. Children demonstrate that they feel valued and develop high levels of self-esteem.
- Children's independence skills are fostered well. The childminder encourages them to complete self-care skills for themselves, such as dressing and washing their hands.
- The childminder is committed to continually improving her professional knowledge and skills. She accesses a wide range of training opportunities to help improve most aspects of her practice.

### It is not yet outstanding because:

- The childminder does not consistently focus her teaching strategies, such as questioning sharply enough on raising younger children's speaking skills to the highest level.
- Information shared with other settings children attend is not always sufficiently focused on strategies to provide a more consistent approach to supporting children's learning.

## What the setting needs to do to improve further

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

- focus teaching even more sharply on helping younger children to further develop their speaking skills
- strengthen information sharing with other settings children attend and provide an even more consistent approach to supporting 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

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has good knowledge of how to keep children safe while in her care. She confidently describes procedures she will take and who she will contact should she have any concerns about a child's welfare. Effective policies underpin the childminder's good practice. She routinely reviews her procedures and ensures information, such as Local Safeguarding Children Board guidance is up to date. Good arrangements are in place to review her practice and the progress children make. The childminder identifies where children may require support to narrow any possible gaps in their learning. Partnerships with parents are good. The childminder has established strong links to help support children's care and learning. She gathers parents' views on her service to support her in identifying ways she can improve even further.

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

The childminder provides stimulating activities for children. For example, younger children make pizzas for their older peers to eat for their lunch when they return home from nursery. The childminder provides clear explanations about the task and uses clear instructions so children know what to do. This supports their communication skills well, overall. The childminder skilfully introduces mathematical skills into the activity. For instance, she counts as children place handfuls of cheese on top of the pizzas. Effective arrangements are in place to observe and assess children's learning. The childminder has recently introduced a new method of recording this information and is sharing this with parents. This keeps them updated with the progress their children make and enables them to share their own examples of children's learning at home.

### Personal development, behaviour and welfare are good

The childminder supports children very well when they first start attending. For example, she arranges to meet children and their parents outside her setting. This helps children to develop relationships with her and develop confidence when they begin to stay on their own. The childminder keeps children safe. She provides gentle reminders, such as not to touch the oven when they look to see if their lunch is ready. Children behave well. They are helped to understand the age-appropriate rules and boundaries within the childminder's home. Children's physical health is supported well. The childminder provides good opportunities to play and children enjoy learning outdoors. For example, she plans exciting outings during school holidays to local museums and other facilities in her area.

### Outcomes for children are good

Children make good progress in their learning. They are well prepared with the skills they require in readiness for school. Children develop early reading skills and they listen to stories read to them. They show good levels of concentration and point to pictures that interest them. Early writing skills are developing well. Children begin to draw lines when they use felt-tip pens, holding them using a correct grip.

## Setting details

<b>Unique reference number</b>	EY461133
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1087459
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 January 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Woodlesford, Leeds. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

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