

Childminder Report

Inspection date

Previous inspection date

15 February 2018

5 March 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 works well with parents to establish starting points for children's learning. Parents' written comments show how well the childminder keeps them up to date with their child's learning and development. This helps parents to continue to support their child's learning at home.
- The childminder observes and assesses children's learning accurately and makes good use of this information to plan for their next steps in learning. Children are motivated to play and learn, and they progress well from their starting points.
- The childminder has a good settling-in process. She gathers all information from parents to help children quickly build secure bonds with her. Children feel secure and are happy in her care.
- The childminder is a positive role model. She is kind and caring and helps children to understand her expectations of them. Children are learning about acceptable behaviour and boundaries through the childminder's consistent explanations.

It is not yet outstanding because:

- The childminder does not consistently provide opportunities for children to access a wide range of reading materials.
- The childminder has not focused professional development for herself effectively enough to enhance her knowledge and develop skills to the highest level.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their early reading skills
- develop a more targeted programme of professional development to further improve practice and raise outcomes for children.

Inspection activities

- The inspector observed the quality of teaching 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 with the children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to identify possible signs of abuse and neglect. She knows the procedure to follow in the event of a concern about a child's welfare and is aware of the wider safeguarding issues. The childminder makes sure her premises, and other venues she takes children to, are safe for their use. She ensures that she keeps up to date with mandatory training, such as safeguarding and first aid. The impact of her first-aid training enabled her to respond rapidly to a child who was at risk of choking. The childminder requests feedback from parents and reflects on this as part of her self-evaluation process. She uses this information to set priorities for improvement to raise outcomes for children.

Quality of teaching, learning and assessment is good

The childminder observes and monitors children's progress. She uses this information well to plan for their development and to identify any gaps in their learning. The childminder interacts purposefully with children. For example, she sits at their level to join in with their play and provides good support and guidance. The childminder helps children to develop strong communication and language skills. She constantly talks to them, and models language for younger children to help them learn new words. Children learn about mathematics through enjoyable activities, such as when they count the toy fire engines as they go into the small-world fire station. The childminder talks about, and helps children to understand, mathematical language in the context of their play. For example, she asks children if the engine is big or small, and which one they think is bigger.

Personal development, behaviour and welfare are good

The childminder supports children's emotional and physical development well. There are good settling-in procedures, to help make sure that children are comfortable leaving their parents before they start at the setting. The childminder successfully promotes children's good health. She understands and works around children's need for a rest or sleep during the day, and spends time outdoors so that children benefit from fresh air and exercise. She makes sure that children's lunches, which their parents supply, are healthy. Children are learning about the similarities and differences in themselves and others in the wider world around them. For example, they go on regular outings in the community and learn about many festivals, to build on their knowledge and understanding.

Outcomes for children are good

Children make good progress and acquire the skills and knowledge they need for moving on to school. Young children confidently express choices in their play and follow simple instructions. Children respond well to praise and encouragement to persevere with solving practical problems, such as how to insert the shapes into the shape sorter. Children count and begin to understand some of the purposes of numbers.

Setting details

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|------------------------------------|---|
| Unique reference number | EY280411 |
| Local authority | Leeds |
| Inspection number | 1101957 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 7 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Name of registered person | |
| Date of previous inspection | 5 March 2014 |
| Telephone number | |

The childminder registered in 2004 and lives in Bramley, Leeds. She cares for children all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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