

Childminder Report

Inspection date	14 March 2018
Previous inspection date	11 February 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 exceptionally well with other professionals who are also known to children. She shares her reviews of children's progress and develops joint plans to help children narrow possible gaps in their learning and make good progress.
- Partnerships with parents are strong. Parents state the childminder never lets them down, when they describe the quality of care and learning the childminder provides.
- The childminder has good knowledge of how to support children's early writing skills in preparation for when they start school.
- The childminder provides good opportunities for children to develop their independence skills. They confidently explore the childminder's living room and conservatory area, directing their own play and learning.
- Children's behaviour is very good. The childminder helps them to develop an understanding of age-appropriate expectations and boundaries within her home.
- The childminder is proactive and seeks ongoing professional development opportunities to improve many aspects of her practice.
- Good links with local schools, where children also attend, help to provide a consistent and complementary approach to supporting children's learning.

It is not yet outstanding because:

- Although teaching is good overall, some activities are not always stimulating enough to fully engage younger children and promote their learning to an even higher level.

What the setting needs to do to improve further

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

- provide even more stimulating activities that help fully engage younger children and promote their learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 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 is vigilant and ensures all areas of her home are safe for children. She has strong knowledge of child protection issues and knows who to contact should she have any concerns about a child in her care. The childminder reviews and reflects upon her practice. For example, she recently made amendments to a document she created to support her assessments of children's learning. This helped to create a more coherent way of sharing children's achievements with their parents. Overall, the childminder maintains a good overview of the educational activities she provides for children. For instance, she rotates the toys and equipment available to ensure children's interests and stage of development are continually reflected.

Quality of teaching, learning and assessment is good

The childminder makes good use of her environment to promote children's learning. For example, colourful posters are displayed in the living room area that help children to develop their early mathematics skills. She praises their early attempts when they count objects, sensitively modelling this correctly when children do not always get this right. Good opportunities are provided to help children to explore sounds and hear differences between them. For example, the childminder models how to make sounds on the base of a plastic box using different play tools. Children engage well and explore this themselves. The childminder encourages a two-way flow of information about children with their parents. She encourages them to share what they know about their children's learning at home.

Personal development, behaviour and welfare are good

Relationships are strong and children develop strong bonds with the childminder and are happy and motivated to learn while they are with her. The childminder provides a high standard of care. She places strong emphasis on supporting children's physical health. She ensures activities, such as handwashing, are carried out and the reason is shared with children to help them to develop an understanding of the task. Children's emotional well-being is supported well. The childminder talks to children in a kind, gentle way if they become upset or when they are ready for a sleep.

Outcomes for children are good

Children make good progress in their learning. In some aspects of learning, progress is better than good. Children are confident communicators. They talk as they play, asking questions and making comments. Children enjoy looking at books with the childminder. They join in with familiar words and phrases and develop a strong set of skills and knowledge in readiness for school.

Setting details

Unique reference number	EY465742
Local authority	Leeds
Inspection number	1087512
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	11 February 2014
Telephone number	

The childminder registered in 2013 and lives in Leeds. She operates all year round from 8am to 5.45pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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