

Childminder report

Inspection date	1 November 2018
Previous inspection date	3 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The highly nurturing childminder provides a very welcoming and supportive environment for children and their families. She provides strong settling-in procedures and gathers very detailed information from parents about what their children know and can already do. These help children to settle very quickly.
- Children develop excellent communication skills from an early age. They engage in conversations and learn new words and phrases. Young children imitate the sounds of animals and name various objects during role-play games.
- Partnerships with parents are strong. Parents compliment the childminder on the high-quality care she provides for their children. The childminder provides parents with regular information regarding their children's progress and provides activity ideas to try at home. This helps to provide a continued approach to children's learning.
- The childminder provides a good range of activities for children to choose from. She asks well-timed questions and follows children's lead during play. Children participate in sharing and turn-taking activities. These help to promote children's social skills.

It is not yet outstanding because:

- The childminder does not encourage children to readily participate in highly rich activities that promote children's curiosity and engage them even further in play.

What the setting needs to do to improve further

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

- provide further sensory and imaginative opportunities for children to develop their curiosity and become more deeply involved in their play.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- 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 spoke to parents and took account of their views through written feedback provided.

Inspector
Emma Allison

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a very good understanding of the signs and symptoms of abuse. She provides very good opportunities for children to develop an understanding of how to keep themselves safe. For instance, she has implemented effective policies regarding the safe use of mobile phones, cameras and technology. Furthermore, she encourages children to join in with risk assessments, helping to identify hazards in the environment. The childminder has worked hard since her previous inspection. She very regularly reviews the overall quality of her provision and invites the views of others. This helps her to identify emerging weaknesses in practice. The childminder has established effective relationships with other early years providers and schools where children attend.

Quality of teaching, learning and assessment is good

The childminder completes regular training, including a recent course regarding how to effectively plan activities that help to promote children's interests. She completes observations and plans activities for what children need to learn next. The childminder uses this information to form accurate assessments of children's development. She models how to use toys. Children learn how to use technological resources, including musical toys, and learn how to operate simple equipment. The childminder encourages children to develop their creative skills. She plays alongside children as they play with toy farm animals and helps them to identify different animals on pictures. This helps to promote children's literacy skills.

Personal development, behaviour and welfare are good

The childminder takes children on regular outings. Children develop good physical skills and learn to climb, run and jump, including when visiting parks and soft-play centres. They are provided with healthy options during mealtimes and learn the importance of following good hygiene practices. Children develop good self-care skills. The childminder is an excellent role model and children behave very well. The childminder provides children with very regular praise and encouragement as they play. This helps to promote children's self-esteem. Children are polite and well mannered.

Outcomes for children are good

Children make good progress. They learn mathematical skills and show an interest in numbers and shapes. For example, children complete puzzles and learn to count candles on pretend cakes during role-play games. Children are confident and develop good levels of independence. They participate in small tasks, including learning to tidy away resources. Children develop the key skills needed for future learning and their eventual move to school.

Setting details

Unique reference number	EY465880
Local authority	Leeds
Inspection number	10068940
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 February 2014

The childminder registered in 2013 and lives in Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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