

Inspection date	20 February 2015
Previous inspection date	6 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and development. The childminder uses effective teaching strategies to support all areas of learning. She provides purposeful play and interacts well with children at their level.
- Children learn a range of essential independence skills for future learning. This means they are well prepared for their move to school.
- Children have ample opportunities to participate in a range of experiences outside, which helps them to stay healthy.
- The childminder successfully promotes children's self-esteem and confidence through her use of praise. As a result, children are happy, settled and relaxed as they play.
- The childminder's self-evaluation process is good. She recognises what works well and has new ideas to develop her practice and drive improvements for children.
- Children's behaviour is good because the childminder is an excellent role model and teaches children about the expected behaviour.
- The childminder works closely with other early years settings that children attend to promote continuity in children's care and development.
- The childminder has a suitable understanding of safeguarding issues. She has attended relevant training and completes regular risk assessment of the home and outings.

It is not yet outstanding because:

- The childminder does not always develop the use of mathematical language during activities. This does not fully support children to improve their numeracy skills further.
- The childminder does not maximise her effective partnerships with parents, to encourage them to make further contributions to support children's learning 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:

- explore further ways to help parents share what they know about their children, to promote a consistent approach to supporting children's learning and development, so that children continue to make the best possible progress
- encourage children to develop their already good mathematical skills further, for example, by supporting them to count and use mathematical terms during everyday routines and activities.

Inspection activities

- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled children's assessment records and discussed with the childminder how this informs planning for children's next steps in their learning and development.
- The inspector carried out an observation of a planned activity and discussed the outcome with the childminder.
- The inspector took into account the views of parents from information included in a parent survey and discussed how this supports the childminder's self-evaluation.
- The inspector checked evidence of the suitability of the childminder and other adults in the household, the childminder's qualifications, risk assessments and policies and procedures, including the complaints procedure and the safeguarding policy.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a very good understanding of the seven areas of learning. She provides activities that promote the children's thinking skills effectively. For example, children explore the different ways of mixing paints and creating new colours for their creations. Children enjoy the different resources and are confident and self-motivated learners, further promoting their learning experiences. They enjoy playing alongside the childminder and involve her in their play. For example, children delight as she dresses up with them and wears different hats in the role play. The childminder asks questions that engage children in conversation, which develops their language skills. However, she does not always extend children's use of mathematical language while they play and explore. The childminder skilfully gives children opportunities to have a go at doing things themselves. As a result, children persevere in completing jigsaws and successfully dress and feed their 'babies'. Partnerships with parents are very positive and much information is shared about children's care. However, the childminder is not always fully successful in obtaining information from parents about children's learning and achievements at home, to complement the learning process further.

The contribution of the early years provision to the well-being of children is good

The childminder's home is safe and welcoming. Daily care practices are hygienic and promote emotional well-being. In addition, healthy lifestyles are promoted as the childminder provides a balance of freshly prepared meals and snacks. Children benefit from frequent outings and daily walks, where they collect items of interest to extend their learning. For example, the children have collected twigs, wood and acorns to develop their 'fairy garden', in which they play excitedly. Children are taught about safe practices effectively. They learn to tidy up toys when they become a tripping hazard and how to cross roads safely. The childminder takes children to toddler groups so she can support them to play alongside each other and develop their confidence in larger groups. This helps them to get ready for their move on to nursery or school. The childminder treats children with respect and models good manners.

The effectiveness of the leadership and management of the early years provision is good

Safeguarding systems are strong. The childminder demonstrates a good understanding of all requirements of the Early Years Foundation Stage. She is proactive at seeking information and tools to assist her, indicating she is keen to continuously improve. The childminder has reflected on the service she offers and identified aspects she feels she could improve to further enhance the opportunities for children. For example, she plans to develop an outdoor garage area, so children have access to outdoors in all weathers. The childminder makes regular assessments of children's progress. This means that she is well informed about children's current levels of achievement. As a result, children's individual needs are quickly identified and gaps in learning and development are closing.

Setting details

Unique reference number	EY423233
Local authority	Calderdale
Inspection number	870182
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	6 February 2012
Telephone number	

The childminder was registered in 2011 and lives in Halifax. She operates all year round from 8am to 6.15pm, Monday to Friday, except bank holidays and family holidays.

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