

Inspection date	31 March 2015
Previous inspection date	2 November 2009

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

- The childminder has a good knowledge of how children learn. She provides a broad range of activities that provide valuable learning opportunities. Consequently, all children make good progress and develop their skills in readiness for school.
- The childminder promotes children's communication and language skills effectively, through activities and everyday routines. For example, she talks with the young children about what she and they are doing, so that they link actions to words.
- Children follow good hygiene routines and enjoy time spending time playing outdoors in the local parks. In addition, the childminder provides children with nutritious, home-cooked meals and snacks, and encourages them to make healthy food choices. This promotes their good health and well-being.
- The childminder has formed successful partnerships with parents. She regularly communicates with them about their children's care needs and progress. As a result, continuity of care and learning is promoted very well.
- Children are safe and protected from harm because the childminder has a good understanding of safeguarding procedures. She assesses risks in her home and for any outings. She holds a valid first-aid qualification. Consequently, she is able to respond to accidents and emergencies.

It is not yet outstanding because:

- The childminder does not always obtain sufficient and precise information from parents about all areas of very young children's prior learning. This means she does not have a fully comprehensive overview, from which to plan learning, when young children first start.
- On occasion, the childminder over directs children's play and does not give time for them to try things for themselves or to represent their own ideas.

What the setting needs to do to improve further

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

- strengthen ways of supporting parents to share sufficient, precise information about what their young children already know and can do when they first join the setting, in order to gain a full overview of each child's achievement, from which to plan for their future learning
- develop the good teaching strategies even further, for example, by enabling children to play and explore, so that they can always represent their own ideas and complete tasks at their pace.

Inspection activities

- The inspector spoke with the childminder and children during the inspection.
- The inspector discussed self-evaluation.
- The inspector looked at a sample of policies, documents and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.

Inspector

Helene Terry

Inspection findings

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

The childminder knows the children very well. She regularly observes and assesses them to identify their interests, learning preferences and the next steps in their development. She uses this information to plan interesting and stimulating activities that extend learning effectively. The childminder interacts with the children well. However, occasionally, she takes over children's play, for example, by directing where they put marks on paper as they paint, or too quickly shows them how to complete puzzles. This prevents children from expressing their own ideas or completing a challenge. Children have opportunities to explore using their senses. For example, young children enjoy the feel of the paint on their hands and observe the marks that they make on the paper. The childminder introduces mathematical language into children's play. For example, as children post objects down a tube to discover where they go, she helps them understand words, such as top and bottom. In addition, children make discoveries as they play with the cogs and wheels.

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

The childminder provides a learning environment that is interesting and stimulating, yet homely. She offers an excellent range of resources that are all freely accessible to enhance choice and independence. The walls are adorned with children's work and photographs. This enables children to develop a sense of belonging and feelings of being valued. The childminder has strong, caring bonds with children. She encourages them to develop good social skills and form strong friendships with each other. As a result, children are happy, safe and secure in the childminder's care. The childminder uses home visits and meets with parents as part of the settling-in arrangements. This helps her to find out a good range of information about each child's care needs, and what they already know and can do. However, this information is not always sufficient in detail to give the childminder precise information about all areas of their prior achievements, with particular regard to young children and babies. Therefore, learning is not always maximised from the very start. Children learn how to keep themselves safe through activities and daily routines.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements. Therefore, children are well protected. She is committed to providing good quality care and learning. Systems for evaluating strengths and areas for improvement are in place. Consequently, she has addressed the recommendations raised at the previous inspection to benefit children. The childminder closely monitors children's progress and shares this with parents. She attends training to update her knowledge and skills, and has achieved a relevant childcare qualification. She uses the knowledge gained to enable her to support children to make continued good progress. The childminder seeks the views of children and parents, and uses the information to make meaningful changes to her provision. Effective partnerships with other settings help to enhance children's learning.

Setting details

Unique reference number	311085
Local authority	Kirklees
Inspection number	867995
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	2 November 2009
Telephone number	

The childminder was registered in 1995. She lives in Bradford, West Yorkshire. The childminder operates all year round except for bank holidays and family holidays. She has an early years qualification at level 3.

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