

**Inspection date**

16 April 2015

Previous inspection date

22 September 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has a good knowledge and understanding of child protection and how to keep children safe. The childminder carries out detailed risk assessments and daily checks on her home, garden and outings. As a result, children play in a safe and secure environment.
- The quality of teaching is good and helps children make effective progress in their learning. The childminder makes good use of questioning to encourage children to be active learners, who think critically and are motivated to learn.
- The childminder provides a good range of accessible resources and equipment. This offers a stimulating learning environment for children. This results in successfully capturing and promoting children's learning, using their ongoing interests.
- Children form strong bonds and warm relationships with the childminder. They are settled in her care, demonstrating that they feel safe as they snuggle in for cuddles and include her in their play.
- The childminder has established good partnerships with parents and local primary schools to ensure children are prepared for the next stage in their learning.
- Activities to support children's exploration and creative development are well developed. For example, children access natural and messy resources, such as oats and cereal. As a result, children have opportunities to explore and discover using their senses.

### It is not yet outstanding because:

- The childminder does not always develop the use of mathematical language during activities and daily routines.
- The childminder does not always use the views of parents and children, that have been gathered, in order to create sharply focused targets to raise the quality of the provision to outstanding.

## What the setting needs to do to improve further

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

- encourage children to develop their already good mathematical skills further, for example, by encouraging children to count and use mathematical terms during everyday routines and activities
- improve the systems for evaluating practice by including more opportunities to review, and act upon, the suggestions and ideas of parents and children.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities in the kitchen and the conservatory and evaluated an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including children's learning records and the childminder's self-evaluation, policies and procedures.
- The inspector checked evidence of the suitability of adults in the home and she looked at evidence of the childminder's qualifications.
- The inspector took account of the views of parents, through their written responses to the childminder's questionnaires.

### 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 provides a good variety of activities to promote children's learning and development across the seven areas of learning. She understands how important it is for children to find out things for themselves. They play well with her, showing that they feel safe and are building secure relationships. For example, they play together with the dolls, feeding them and rocking them to sleep. Children make good progress. The childminder engages them purposefully in conversations to develop their communication and language skills. She develops children's understanding of the written word as they look at books together and make marks with chalk on a large board outside. The childminder introduces a good range of sensory resources, which capture children's interests and exploration skills. For example, they investigate the texture of oats indoors and explore sand and water outside. Children have a good range of opportunities to support their physical development outside, and improve their physical skills inside when manipulating puzzles and small-world resources. The childminder encourages some aspects of children's mathematical development well, providing them with puzzles to learn about shapes and space. However, she does not use simple mathematical language in everyday activities to support these skills further. Partnerships with parents are good. Parents say they value the childminder's excellent service and feel well informed and involved in their child's care.

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

The childminder works well with parents to support children to settle quickly into her care. Children thrive in her safe and secure care. They develop good awareness of healthy lifestyles. Children walk to local schools and venues and play in local parks. They are eager to taste new foods and they know that fruit is a healthy food. They develop good self-care skills, confidence and independence. For example, they learn to select their own toys and put on their own coats. Children learn about a varied range of festivals throughout the year, such as Easter, which helps them to recognise and value differences in themselves and others. Children develop friendships, good behaviour and social skills. They learn to share, wait to take their turn, help each other and use good manners.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She monitors children's progress effectively and plans for their next steps. As a result, she is able to identify any gaps in their learning and plan accordingly. The childminder ensures that her mandatory training needs are kept up to date and is a member of a local authority childminding network. Systems for self-evaluation are in place. The childminder regularly seeks the views of children and parents, but does not always use these to full effect in her improvement plans, to raise the quality of the provision to outstanding. Nevertheless, she has ensured all recommendations from her last inspection have been implemented, such as developing systems for assessing risks.

## Setting details

<b>Unique reference number</b>	EY293517
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	872925
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 September 2008
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Hove Edge, Brighouse. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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