

Inspection date

20 April 2015

Previous inspection date

17 November 2008

| 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 understanding of how to use children's interests to plan exciting activities that promote all areas of learning. As a result, all children are motivated and active learners who are making good progress.
- Parents benefit from regular feedback and are encouraged to be involved in their children's learning. They make regular comments in their children's diaries and learning journals, so parents feel fully involved in their child's development.
- The childminder gets to know children well through an effective settling-in process. She spends time finding out about their individual needs and interests. Consequently, she can provide sensitive care tailored to meet these needs.
- The childminder teaches children about good hygiene practices, which enable them to manage their own personal needs.
- The childminder attends training, where possible, and is a member of a professional organisation. In addition, she is a member of a local childminding network and uses this well to keep up to date with current practice.
- The childminder is competent in implementing the safeguarding and welfare requirements to keep children safe from harm. The childminder knows how to recognise and report signs that may raise cause for concern.

It is not yet outstanding because:

- The outdoor area provides children with fewer opportunities to fully develop their early mathematical skills.
- The childminder reviews her provision but has not fully established systems of self-evaluation to include the children's views, to effectively monitor all aspects of practice.

What the setting needs to do to improve further

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

- provide children with further resources in the outdoor area to promote their mathematical development, for example, by providing more visual displays of numerals for children to use in their everyday play
- strengthen systems of self-evaluation to accurately target areas for improvement and include all children in this process.

Inspection activities

- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled children's assessment records. She also discussed with the childminder how this informs planning for children's next steps in their learning and development.
- The inspector checked evidence of the suitability of adults in the home and she looked at evidence of the childminder's qualifications.
- The inspector sampled a range of other documents, including the safeguarding policy, accident and medication records, and the childminder's self-evaluation.

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 good knowledge of the Early Years Foundation Stage. She gathers information from parents to inform her initial assessment and constantly discusses their children's progress with them. The environment is well resourced and developmentally appropriate. Children's communication and language development is promoted well. For example, children listen to and then re-tell a familiar story, linking the pictures in the book to the words. In addition, children identify initial letters in words and confidently talk about capital letters at the start of their names. The childminder supports the children's developing interest in numbers. For example, children enjoy making marks with pens and giving meaning to their mark, relating to numbers. The childminder reinforces this with books and puzzles about numbers. The indoor environment is rich in print. However, there is scope to enhance this further by providing numerals in the outdoor environment to support the already good learning relating to numeracy.

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

The childminder is calm and consistent in her manner when caring for children. Consequently, children's behaviour is good. She engages with the children by using lots of praise and encouragement. As a result, children develop their self-esteem and feel confident in her care. The childminder provides children with healthy snacks, such as fruit and water to drink. This means children are learning to keep themselves healthy. Children benefit from regular fresh air and exercise. They enjoy trips to the woods and make good use of the outdoor garden equipment to develop their physical skills. The childminder teaches children to develop personal skills. For example, by putting on their own coats and shoes. This independence prepares them further for their next stage in learning.

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

The childminder has a good knowledge and understanding of her responsibilities to safeguard children. Regular fire drills, risk assessments and premises checks ensure that health and safety of children are a priority and the environment is clean and safe. The childminder holds a valid paediatric first-aid qualification, which ensures that she can provide emergency treatment in the event of an accident. The childminder successfully monitors children's progress through her observation and assessment procedures. The childminder has attended training run by the local authority, which has had a positive impact on her knowledge of how children learn. The childminder makes assessments of her provision. However, she has not effectively established ways of self-evaluation using the children's views, to target areas for improvement, such as future training. This does not fully enable her to implement new ideas into her practice to make highly effective ongoing improvements to the educational programmes. Partnerships with parents and local schools are good. The childminder regularly shares information about children's experiences with families and teachers.

Setting details

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|------------------------------------|------------------|
| Unique reference number | 303544 |
| Local authority | Calderdale |
| Inspection number | 867471 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 17 November 2008 |
| Telephone number | |

The childminder was registered in 1989 and lives in Northowram, Halifax. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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