

# Childminder Report

**Inspection date**

28 April 2015

Previous inspection date

3 December 2008

**The quality and standards of the early years provision****This inspection:****Met**

Previous inspection:

Good

2

The setting **meets legal requirements for early years settings**

## Summary of key findings for parents

### The provision meets requirements

- The childminder has a good knowledge and understanding of safeguarding policies and practice intended to safeguard children. She has a good awareness of how to identify the signs and symptoms of abuse and the action to take if she has any concerns regarding children's welfare.
- The childminder holds a current paediatric first-aid certificate and has the knowledge and skills to meet children's needs in the event of an accident or an emergency.
- The childminder knows how to identify children's individual needs and interests through discussion with children, parents, and from her observations and interactions with children. She demonstrates an understanding of how to plan and organise rewarding activities, to help children become effective learners and to make progress in readiness for school.
- The childminder has a clear understanding of behavioural expectations and the procedures she will use to promote positive behaviour and develop children's self-esteem.
- The childminder understands how to work closely with parents and the schools that children attend. She discusses effective strategies to engage parents, other providers and outside agencies, to fully support children's all-round learning and development.
- The childminder understands how to promote children's health and well-being. She discusses the importance of promoting children's good health through diet, physical activity, fresh air and good hygiene practices.
- The childminder understands how to promote children's well-being and has a good understanding about how to foster children's attachments and relationships.
- The childminder discusses how she will take action to implement continuous improvement and evaluate her service.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## **Inspection activities**

- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector looked at documentation, records, and a selection of policies and procedures that the childminder will use when caring for children.
- The inspector discussed with the childminder how she intends to deliver the educational programmes for children within the early years age range.
- The inspector checked evidence of the childminder's suitability and qualifications, and discussed the self-evaluation process for improving practice.

### **Inspector**

Amanda Forrest

## Setting details

<b>Unique reference number</b>	EY372224
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	858113
<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>	3 December 2008
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Elland. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is qualified at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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