

# Childminder Report

**Inspection date**

24 June 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Children's good progress is supported through strong teaching. An effective balance of child-initiated play and adult-led learning takes into account children's interests and the knowledge and skills they need to develop. Consequently, educational experiences challenge and motivate children and help them towards achieving the early learning goals.
- The childminder provides a very friendly and welcoming homely environment, which helps children to settle and build extremely secure attachments with her. Consequently, all children are happy and confident and their emotional well-being is effectively supported.
- The childminder has a good knowledge and understanding of how to keep children safe and protect them from harm. She can recognise the signs and symptoms of possible abuse or neglect and knows what to do if she is concerned about a child's welfare.
- Partnerships with parents are supportive and positive. There is a two-way exchange of information about children's care, learning and development. This means that the childminder makes a good contribution to meeting every child's individual needs.

### It is not yet outstanding because:

- Partnerships with other early years settings that children attend are not firmly established to ensure information about children's learning and development is effectively shared.
- The childminder does not always take full account of the views of parents and children when deciding what improvements will be made in her setting.

## What the setting needs to do to improve further

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

- strengthen partnerships by ensuring there are strong communication links with other early years settings that children attend to further support their learning and development
- extend opportunities for parents and children to communicate their views and ideas for improving the learning experiences and environment.

### Inspection activities

- The inspector observed the childminder's interaction with children, and spoke to the childminder and children throughout the inspection.
- The inspector had a tour of the areas used for childminding, including the playroom, kitchen, dining room, bathroom and outdoor areas.
- The inspector carried out an evaluation of teaching with the childminder following a planned activity.
- The inspector looked at children's records, a selection of policies and procedures and checked evidence of qualifications and training.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Angela Sugden

## 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 good knowledge of how young children learn and supports them very well. The childminder responds to what is happening in the environment and uses this to support children's learning. She draws children's attention to the siren that can be heard and asks them to figure out which emergency vehicle it might be. Younger children's interest in vehicles is further supported through a collection of books about emergency vehicles, which supports their developing knowledge further. Children demonstrate good imagination skills as they concentrate and persist in making carrot soup in a bucket, with play vegetables and water. The childminder joins in with children as she pretends to eat the soup and asks questions about how they made it to prompt their thinking. Children display good communication and language skills as they describe what they did. The childminder takes children on outings on the train and on walks to the nearby park, which enriches their learning experiences and understanding of the world. Consequently, children make good progress in all areas of learning and are acquiring the skills they need for the next stage in their learning and for school.

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

Children demonstrate excellent physical strength and body control as they ride wheeled toys with skill and confidence. The childminder has clear expectations of children. They display care as they gently stroke and carefully help the childminder's kitten into the garden. Older children develop a sense of responsibility as they help with everyday tasks, such as setting the table for lunch. The childminder provides a strong focus on interesting and challenging outdoor learning experiences, which promotes children's sense of well-being. She provides a wide range of story and information books, maps and posters, which reflect diversity and support children to value and understand differences. As a result, children develop tolerance and understanding.

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

The childminder has accessed a range of relevant training and support from the local authority. Consequently, she has developed her knowledge and understanding of the requirements of the Early Years Foundation Stage and implements them well. The childminder accurately assesses children's learning and development and regularly reviews this to ensure all children make good progress. Parents are kept informed about the progress their child is making. However, information is not always shared with other settings that children attend, so that together they can fully support children's learning even more effectively. The childminder regularly reviews her provision and is constantly driven to make improvements to enhance children's achievements. She has recently developed her playroom to create defined learning areas and further opportunities for children to self-select resources. However, parents and children are not always involved. This is because the childminder does not always gather parents' views and ideas to support her ongoing plans for further improvement.

## Setting details

<b>Unique reference number</b>	EY462490
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	943533
<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>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Brighouse, West Yorkshire. She works all year round from Monday to Saturday, 7am to 7pm, except bank holidays and family holidays.

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Piccadilly Gate  
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