

Childminder Report

Inspection date

29 June 2015

Previous inspection date

11 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 demonstrates a secure understanding of how to safeguard children in her home. She implements a range of policies and procedures well with regard to safeguarding and children's well-being. This effectively promotes children's welfare.
- The childminder is very well organised. She monitors her provision effectively and strives for continuous improvement. She shares good practice with other early years providers in order to maintain good quality care and education for children.
- Teaching is good because the childminder understands how children learn. She plans interesting indoor activities that spark children's enthusiasm, capture their interest and build new skills in readiness for school.
- The childminder forms good relationships with children, successfully promoting their personal, social and emotional development. The relaxed and friendly atmosphere helps children to settle quickly. Regular visits to toddler groups teach them to build new friendships and to value others. As a result, children are happy, feel secure and behave very well in the childminder's care.
- Children's language development is given a high priority by the childminder. She is skilled in her interactions with children, providing them with time and space to engage in singing and rhymes as they play. As a result, they become confident communicators.

It is not yet outstanding because:

- Children have access to fewer stimulating resources to enhance their exploration of similarities and differences in other people's cultures and backgrounds.
- While outside, although an increasing range of good quality equipment is readily available, the childminder is less focused on what children are to learn. As a result, although children are happily occupied, they are not always learning at the highest level in all areas.

What the setting needs to do to improve further

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

- provide a highly stimulating environment with child-accessible resources that help children to learn about the differences between themselves, their families and others in the community
- develop the planning of outdoor teaching experiences, to ensure that the resources used are extremely well matched to what children are to learn and to the ability of each child, so that all children achieve at the very highest level.

Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder and children throughout the inspection.
- The inspector had a tour of the areas used for childminding, including the lounge, kitchen and rear garden.
- The inspector looked at the childminder's planning documentation, children's learning and development files and assessment records.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of her suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's self-evaluation form and took account of the views of parents through their written feedback. She also looked at a selection of risk assessments and policy documents, including the safeguarding policy and procedures.

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 quality of the childminder's teaching is good because she follows and extends children's individual interests. For example, she provides children with a range of resources that make noises and light up when they press buttons, which closely links to the children's interest in technology and sounds. As a result, children are motivated to learn and are active learners. The childminder offers natural materials for younger children to experiment with, such as sand and soil. This aids their good progress in all areas of development and helps prepare them for their next stage of learning, such as school. The childminder makes thorough and effective use of the clearly labelled resources to support children's independence skills. However, the free-choice play resources do not always promote children's understanding of diversity, or their deepened knowledge of cultural backgrounds and disabilities. For example, there are few related resources, such as for role play, to support children's understanding of the differences between themselves, their families and others in the community around them. The childminder observes children in their play and shares this information with parents, in addition to discussing children's progress. In parents' written comments they refer to the strength of the communication between the childminder and themselves. This promotes continuity in children's development.

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

Children demonstrate a clear sense of emotional security as they relate well to the childminder. They also demonstrate good self-help skills. For example, two-year-old children persevere at tasks, such as putting on their shoes and tidying up. They develop a sense of responsibility and an awareness of safety, as they pick up the musical instruments so nobody slips. Children develop a good understanding of how physical exercise fits into a healthy lifestyle. They practise balancing and riding bikes outside and their climbing skills on equipment at the local park. They choose to play outdoors in the garden, where they help themselves to an increasing range of outdoor toys. However, there is scope to further improve planned learning opportunities for children when playing outside, which match their current interests. Children sit safely at the kitchen table, and talk about healthy eating as they enjoy snacks and drinks.

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

The childminder has a good understanding of the Early Years Foundation Stage and attends regular training to update her knowledge and skills. This shows commitment to her ongoing professional development and to the continuous improvement of her service for children and their families. The childminder closely monitors what children are learning. She uses this information to complete progress records for each child. This shows the childminder where the children are meeting age-related expectations, and any areas for development can be quickly identified. The childminder has established effective partnerships with parents and outside agencies.

Setting details

Unique reference number	EY336468
Local authority	Calderdale
Inspection number	857112
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	11 November 2009
Telephone number	

The childminder was registered in 2006 and lives in Elland. She operates Monday to Friday all year round from 7.30am to 5.30pm, except bank holidays and family holidays.

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