

Childminder Report

Inspection date

1 July 2015

Previous inspection date

1 June 2011

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 robust understanding of safeguarding and the procedures to follow should she have a concern about a child in her care. She keeps these procedures updated to reflect any changes to legislation.
- Parents provide highly complimentary examples of the childminder's service, stating that children are extremely happy, settle quickly and make good progress in her care.
- The childminder is well qualified and demonstrates a very positive and genuine attitude towards reflecting on and developing her practice. She values feedback from the children, parents and early years professionals.
- The childminder knows the children well. She uses accurate observations and assessments to clearly identify children's next steps in their learning. As a result, all children make good progress in their learning and development.
- Children develop close bonds with the childminder because she is caring and sensitive to their individual needs. As a result, they settle well and are confident.
- The childminder supports and extends children's vocabulary and communication skills during daily routines and play activities. She actively listens to what they are saying to her, and as a result, children are becoming confident communicators.
- Care practices help children learn a range of essential independence skills for future learning. For example, they serve and feed themselves, access a range of resources, put on their own clothes and apply their own suncream before they go outdoors.

It is not yet outstanding because:

- The childminder has not yet developed an astute and highly targeted programme of professional development to raise the quality of teaching to its very highest level.
- The childminder does not always make use of opportunities to build on children's good counting skills.

What the setting needs to do to improve further

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

- develop an astute and targeted plan of professional development to further raise the quality of teaching, so that children make the very best progress in their learning
- build further on children's good counting skills, for example, by encouraging them to count during everyday routines and activities.

Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to her throughout the inspection.
- The inspector accompanied the childminder and the children on a walk to the local play area.
- The inspector had a tour of the premises.
- The inspector looked at the childminder's planning documentation, children's learning and development files and their 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 childminder is skilled at creating an exciting environment. She provides a good range of natural resources to promote children's curiosity and enables them to explore using their senses. For example, children take great delight in adding insects to the wood and log area, and finding the beetles under twigs and bark. Children are animated as they talk about their feelings during everyday routines. For example, while children enjoy being outside and going for walks, they discuss the environment, the weather and how it makes them feel. Children's good communication and language skills are extended further as the childminder asks questions that challenge children's thinking and problem-solving skills. However, occasionally the childminder does not make good use of spontaneous opportunities during daily routines to build on children's good counting skills. For example, counting the steps as they go outside or the number of cups or the amount of cutlery needed for mealtimes. The childminder keeps a detailed record of children's progress using observations, photographs and samples of their work.

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

The childminder frequently praises and reassures the children, which promotes their emotional well-being and develops their self-confidence. Consequently, they are happy to explore their environment and are motivated to learn. They are independent thinkers and freely fetch resources in the garden to make sand pies and then make paper boats to float in the water. The childminder is a good role model, helping children to understand acceptable behaviour, such as sharing and taking turns. Children have plenty of opportunities to engage in physical activities to develop their skills and learn about safety. They benefit from daily outings where they meet a variety of people and other children. These excursions help children to develop their social skills and confidence, which helps to prepare them for their next stage in learning, including school. Children follow good hygiene routines and older children manage their own hygiene and personal needs well.

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

The childminder understands her responsibilities in meeting the requirements of the Early Years Foundation Stage. She has completed a childcare qualification at level 3, which has had a significant impact on her good practice in keeping children safe and secure. However, the childminder's future programme of professional development does not include opportunities to promote good teaching skills even further. She has developed a system for monitoring children's progress, which clearly identifies any gaps in learning. The childminder's self-evaluation shows areas for improvement, which are identified through regular questionnaires and discussions with parents. In addition, the childminder reflects with other local childminders, in order to enhance her provision. She has established highly effective partnerships with parents and other settings that children attend. This ensures that there is effective communication and continuity in children's care and learning.

Setting details

Unique reference number	303527
Local authority	Calderdale
Inspection number	867468
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	1 June 2011
Telephone number	

The childminder was registered in 1997 and lives in Hebden Bridge. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

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