

# Childminder Report

**Inspection date**

6 August 2015

Previous inspection date

25 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good. The childminder organises interesting and challenging activities that enthuse and motivate children to learn. All children make good progress and become interested, keen learners.
- Children's well-being is positively promoted. They feel safe and develop a secure sense of belonging in the setting. Children play happily, develop confidence and build strong, caring friendships with each other.
- The childminder has a good understanding of her responsibility with regard to protecting children in her care from abuse and neglect. She has a good range of policies and procedures and knows what action to take if she has any concerns about children's welfare.
- The childminder uses assessments to accurately target children's next steps in learning. She provides children with a balance of adult-led and child-initiated activities to suit their individual interests. All children gain the necessary skills needed to support their next stage in learning.
- Parents receive good quality information about their children's daily care and development. The childminder actively involves parents in their children's learning. Parents report that they feel like they are in partnership, which benefits their children greatly.

### It is not yet outstanding because:

- The childminder does not always promote children's thinking and problem-solving skills.
- The childminder misses opportunities to fully extend children's writing skills.

## What the setting needs to do to improve further

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

- provide more opportunities for children to think and work problems out for themselves
- enhance opportunities for children to develop their writing skills during activities and daily routines.

## Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including children's learning journals and a sample of policies and procedures.
- The inspector observed planned activities and discussed these with the childminder.
- The inspector took account of the views of the parents spoken to on the day.

## Inspector

Kate Banfield

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are developing skills that prepare them for moving on to nursery and then school. The childminder has a good understanding of how to support children to learn as they engage in activities that cover all areas of learning. She uses techniques, such as demonstrating, explaining and questioning, to encourage children to talk about what they are doing and learning. However, occasionally, the childminder does not fully promote children's thinking and problem-solving skills. She sometimes explains how to do things or provides the answer, which reduces opportunities for children to think for themselves. Children's communication skills are successfully promoted. The childminder joins in their play and skilfully models spoken language to effectively extend their vocabulary. Mathematical understanding is well taught throughout the everyday activities the childminder provides. Children count confidently to 17 and use words to describe length and size. However, literacy skills are not as well promoted. The childminder often writes children's names for them rather than encouraging them to write independently.

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

The childminder has effective procedures in place to help children settle in. She works closely with parents to ensure that children's individual learning and development are understood from the very start. This has a positive impact on children's emotional well-being and their sense of belonging. The childminder promotes learning about healthy lifestyles. She teaches children about the importance of hand washing and healthy eating as part of daily routines. She fosters their independence in a variety of ways, including preparing food together. The childminder promotes children's physical development very well. She provides lots of outdoor activities and physical play. The childminder has high expectations of children and they understand what is expected of them. Children are praised for being kind to others, helping to tidy up and being responsible for their environment.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She checks the quality of her setting well. The childminder talks to parents and children about areas she can improve and effectively reflects on her practice. The childminder ensures that her setting operates safely and in line with legal requirements. She shares ideas and good practice with other local childminders and uses the guidance from local advisers to routinely update her knowledge. The childminder has achieved a qualification in early years since her last inspection. This has a positive impact on the care and learning experiences she offers to children. The childminder works extremely effectively with other professionals to ensure a joined up approach to supporting children's individual care and learning needs. This helps to ensure positive outcomes for children.

## Setting details

<b>Unique reference number</b>	EY409407
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	850999
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 November 2010
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Halifax, West Yorkshire. She operates Monday to Friday from 7.30am to 6.30pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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