

Childminder Report

Inspection date

24 August 2015

Previous inspection date

24 May 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		Outstanding	1
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 has a calm nature and provides an extremely welcoming, homely environment. Children's emotional well-being is supported particularly well. They build exceptionally secure attachments with the childminder and thrive in her care.
- The quality of teaching is consistently good and some is outstanding, particularly in mathematics. Children are motivated in their learning. All children make good progress in all areas and are acquiring the skills needed for their future learning, including starting school.
- The childminder fully understands her responsibility in protecting children and keeping them safe from harm. She has an excellent knowledge of child protection and effective procedures in place to follow should she have any concerns about a child's welfare.
- Partnerships with parents are very strong. Parents speak extremely highly of the childminder. There is a continuous two-way flow of information about children's learning. Assessment procedures are robust and successfully prioritise children's learning. These are shared with parents, who are supported in continuing their children's learning at home.
- The childminder is very well organised, with a professional approach to her work. She is qualified and extends her knowledge through continued professional development. This has a positive impact and ensures good outcomes for children.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to further develop older children's understanding of words and symbols during activities.
- The childminder does not yet fully involve parents and other professionals in the process of self-evaluation, in order for them to contribute their ideas and views of what could be improved 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 opportunities for older children to further develop their early reading skills
- extend systems to involve parents and other professionals in the process of self-evaluation.

Inspection activities

- The inspector held discussions with the childminder and spoke to the children throughout the inspection.
- The inspector carried out an evaluation of teaching with the childminder following a planned activity.
- The inspector looked at children's learning journals, assessments documents and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector took account of the views of parents spoken with on the day and written comments they provided for the purpose of the inspection.

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 understands that young children learn best through play. She plans a balance of adult-led and child-initiated activities to promote children's development in all areas of learning. Children set themselves challenges to test their physical abilities and persist until they have mastered what they set out to achieve. They show delight and talk enthusiastically about what they can now do. Children use their imagination and excitedly combine resources together to act out situations within their experience, such as going to the doctors. The childminder fosters children's language skills very well and effectively challenges their thinking skills to extend and sustain their learning. The childminder reads stories to children with enthusiasm. Children predict what might happen next and join in with familiar sections. However, during some activities the childminder does not always extend older children's early reading skills by encouraging their interest in relevant text that complements the activity. This slightly reduces the opportunity for children to see and recognise familiar symbols and words in meaningful contexts.

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

The childminder effectively personalises settling-in arrangements for children, which ensures they soon settle and feel secure. Children's emotional well-being is exceptionally strong and promoted extremely well. The childminder highly values all children as the unique individuals they are. Children demonstrate very high levels of confidence and an extremely strong sense of belonging. The childminder has very high expectations of children and sensitively puts in place consistent boundaries. Children behave exceedingly well. The childminder effectively supports their understanding of how they can keep themselves safe in the home and during outings. Parents describe how their children confidently use the safety strategies they learn with the childminder when out with them. Children are very aware of the importance of making healthy food choices and demonstrate their excellent understanding of how certain foods help them to be healthy and build strong bodies.

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

The childminder has a detailed knowledge of the Early Years Foundation Stage and implements the requirements very well. She monitors and tracks children's learning and development to ensure they all make good progress. The childminder reflects on the quality of her provision. She identifies her strengths and areas she wishes to develop to further improve outcomes for children. However, she does not yet gather the views and ideas from parents and other professionals, so that they can feed into this process and help improve learning experiences even further. The childminder is committed to providing the best she can for the children in her care. Partnerships with other settings that children attend are strong. The childminder shares information with schools about children's learning and development. This effectively supports continuity in their learning.

Setting details

Unique reference number	303607
Local authority	Calderdale
Inspection number	867478
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	24 May 2011
Telephone number	

The childminder was registered in 1997 and lives in Halifax, West Yorkshire. She works Monday to Thursday from 7.30am to 6pm, all year round, except bank holidays and family holidays. The childminder has an early years qualification at level 3.

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