

Childminder Report

Inspection date

2 September 2015

Previous inspection date

6 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's behaviour is exemplary. The childminder is a positive role model. Children receive lots of encouragement and praise that develop their self-esteem extremely well. They share toys, take turns and are becoming aware of each other's needs.
- Children's good health and well-being are successfully promoted. They learn about hygiene practices, enjoy healthy snacks and participate in a variety of physical activities, both outdoors and in the local community.
- Children's physical development is supported well. They learn how to manage risks for themselves as they play in the childminder's garden. They move, climb and balance skilfully using a variety of equipment. Children use their finger and thumb movements very well when fixing construction resources together.
- The childminder's teaching of mathematics is particularly strong. She promotes children's understanding of this during all activities and routines.
- The childminder uses good systems to share information with parents and other early years settings children attend, to maintain a continuous approach to children's care, learning and development.
- All children make good progress in their learning. Assessment procedures for checking children's progress are focused and precise. The childminder uses these very well to check and review children's progress very effectively. She successfully identifies children's next steps and any gaps in their learning.

It is not yet outstanding because:

- The childminder does not always obtain enough information about children's developmental starting points to help plan their learning fully from the beginning.

What the setting needs to do to improve further

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

- work more closely with parents when their child first starts to gather more information about their child's learning and development.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the interaction between the childminder and children during child-led and planned activities.
- The inspector held discussions with the childminder and children at convenient times throughout the inspection. She also took into account the written views of parents.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of the suitability of adults living on the premises, and the childminder's qualifications.
- The inspector looked at a sample of policies and children's assessment records, and discussed the childminder's self-evaluation methods.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. She is well qualified, experienced and very passionate about her role. The childminder is well informed about safeguarding children and is vigilant of child protection issues. She is confident about what to do if she has concerns about a child's welfare. The childminder carries out detailed risk assessments to minimise any hazards. She is proactive and enthusiastic, and she updates her knowledge through research, training and meeting with other practitioners. The childminder is insightful when reflecting on her practice and considers how she can extend children's learning and care opportunities. She has a strong drive to continually improve her practice and makes changes which benefit children and families. The childminder has positive relationships with other providers and professionals involved in children's care.

Quality of teaching, learning and assessment is good

The childminder extends children's learning through a shared approach. She works closely with parents to ensure that she informs them about their children's learning. This means there is good continuity in learning between home and the setting. However, the childminder does not always gather detailed information about children's skills and abilities before they start attending the setting, to help her plan for their individual needs from the outset. Children's language and literacy skills are developing very well. Children talk confidently to each other and to other adults. In addition, the childminder recognises the importance of listening to children, allowing them time to think and respond. Children have access to a wide variety of resources to enable them to express their creativity. In addition, the childminder develops children's understanding of number, colours and shape through a wide range of activities and everyday routines.

Personal development, behaviour and welfare are outstanding

The childminder provides a nurturing environment where children are extremely relaxed and happy. Children are very confident and motivated to learn. The childminder provides a very wide range of high-quality resources. She develops children's self-esteem and independence exceptionally well, using every opportunity to encourage them. The childminder is an excellent role model and praises children highly for their achievements. She teaches children about the importance of following effective hygiene procedures. Children are emotionally prepared and developing essential skills in readiness for their move on to school. The childminder is highly proactive in promoting healthy eating and encouraging children to try a variety of foods.

Outcomes for children are good

The childminder has a secure understanding of how children learn. Her effective use of observation, assessment and planning ensure that all children make good progress in their learning and development. Overall, children develop the relevant skills needed for the next steps in their learning, such as starting school.

Setting details

Unique reference number	303658
Local authority	Calderdale
Inspection number	867483
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	6 April 2009
Telephone number	

The childminder was registered in September 1996 and lives in the Holmfield, Halifax. She operates Monday to Friday from 7am until 6pm, all year round, except for family holidays, Christmas and bank holidays. The childminder holds an early years qualification at level 3. She receives funding for free early education for two-year-old children.

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