

Childminder Report

Inspection date

28 August 2015

Previous inspection date

8 February 2010

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 and her assistants have all completed safeguarding and first-aid training. They have a very good understanding of their responsibilities to protect children from harm. Risks to children are effectively identified and managed to help ensure their safety and promote their well-being.
- Partnerships with parents and other settings that children attend are good. The regular exchange of valuable information between all parties helps to ensure a collaborative approach to children's care and learning.
- Children's behaviour is good. The childminder and her assistants are positive role models. Children receive clear expectations and boundaries, and learn to value and respect one another as they play together.
- Children are confident, self-assured individuals who are extremely happy and secure within their environment. They build excellent relationships with other children, the childminder and her assistants.
- The quality of teaching is good and children make good progress in their learning. The childminder provides a good balance of child-initiated and adult-led play. Children enjoy participating in a wide range of activities across all areas of learning.

It is not yet outstanding because:

- On occasions, the childminder and her assistants do not give children enough time to think and respond to the range of questions that they ask.
- The childminder does not fully exploit opportunities to promote her assistants' ongoing professional development.

What the setting needs to do to improve further

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

- make sure that children are given enough time to think and respond to the range of questions they are asked, so that their thinking skills are fully developed
- make better use of professional development opportunities to maintain and further raise the quality of the assistants' teaching practice.

Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector spoke to the childminder, her assistants and children during the inspection, and observed children engaged in a variety of activities.
- The inspector took account of the views of parents from written comments.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector looked at a selection of policies and children's assessment records, and discussed the childminder's self-evaluation methods.
- The inspector checked evidence of the suitability of all household members and viewed the training certificates of the childminder and her assistants.

Inspector

Amanda Forrest

Inspection findings

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

Parents know how well their children are progressing because staff regularly share children's learning with them. The quality of teaching is good. The childminder and her assistants are well qualified and have a good understanding of the different ways children learn. They use their knowledge to carefully observe children in their play and plan activities to extend, revisit or consolidate their learning. The childminder and her assistants involve themselves in children's chosen play and question them to extend their learning. However, they do not always give children enough time to think and respond, in order to further extend children's thinking skills. Children develop good control and coordination as they independently use a range of materials to build and manoeuvre toys. Children's mathematical and literacy skills are promoted through routines, discussions, stories and activities. This helps all children to gain the skills needed for the next stage in their learning and their eventual move on to school.

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

Children settle quickly. They build secure attachments with the childminder and her assistants. Information is gathered from parents to build a picture of each child and determine their individual care needs. Children's good health is supported. Meals and snacks are varied and nutritious. There are good opportunities throughout the day where children are encouraged to engage in physical activity. Children follow good hygiene routines and the childminder manages their personal care needs well. In addition, children's independence skills are effectively supported. For example, they wash their hands before eating and feed themselves. The childminder and her assistants promote children's good social skills and sensitively remind them to share and take turns. Children are learning to take risks in their play and to think about the effects of their actions.

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 successfully implements a range of policies and procedures to help keep children safe and to promote their well-being. The childminder undertakes regular risk assessments so she can ensure that a safe environment is created for children. She effectively monitors the activities taking place to help ensure that all areas of learning are being covered. The childminder evaluates children's engagement and tracks the progress they are making. She is able to quickly identify any gaps in their learning. Self-evaluation is effective in driving improvements. The childminder works closely with her assistants, parents and older children to ensure that their views are taken into account. She recognises the need to continually update knowledge and training in order to maintain and further raise the quality of practice. However, she has not considered ways to further enhance the skills of her assistants.

Setting details

Unique reference number	EY395341
Local authority	Calderdale
Inspection number	859696
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	21
Name of provider	
Date of previous inspection	8 February 2010
Telephone number	

The childminder was registered in 2009 and lives in Halifax. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. She works with two assistants.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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