

Childminder Report

Inspection date

9 October 2015

Previous inspection date

8 April 2010

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There are established partnerships with parents. Parents speak highly of the childminder, recognising the care and support she provides. Daily communication and developmental reviews mean parents are kept informed of their children's development and well-being.
- The quality of teaching is consistently strong. The childminder uses her detailed knowledge of individual children's needs and interests to plan a broad range of activities and experiences. Children are fully engaged and motivated to learn.
- Children develop close, supportive relationships with the childminder. They confidently select toys that they wish to play with and ask for alternative resources.
- Children's behaviour is well managed. The childminder is a good role model, demonstrating to children how they should behave towards others. She provides clear guidance about behavioural expectations and why they are important.
- The childminder helps children value and learn to respect similarities and differences through activities and visits to places in the community, as well as further afield.
- The childminder adeptly promotes children's emerging mathematical skills. Children become confident in the use of shape names, colours, positional vocabulary and counting, during everyday activities.

It is not yet outstanding because:

- The childminder does not make full use of every opportunity to extend children's thinking skills.
- The childminder does not have a sharply focused and targeted programme of professional development in place to enhance her wealth of knowledge and experience.

What the setting needs to do to improve further

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

- provide even more opportunities for children to develop their thinking skills to fully extend their learning
- strengthen the plan for professional development, so that it is sharply focused on developing the already good teaching and understanding to the highest level.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the childminder's interaction with the children and spoke to the childminder throughout the inspection.
- The inspector carried out an observation of a planned activity and discussed the outcome with the childminder.
- 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.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The childminder works closely with her co-childminder to provide good quality care for children. The arrangements for safeguarding are effective. She has a good understanding of the procedures and who to contact if she has concerns about children. The childminder maintains documentation well to support the efficient management of her setting. She completes a self-evaluation form and invites feedback from parents, children and the local authority. She identifies her strengths and any areas for development. She monitors children's development to ensure that all areas of learning are covered and that they are making good progress. She has met the previous recommendations raised at the last inspection. Parents are involved in their children's learning to maximise progress. The childminder talks with them and notes down the next steps to build on at home. This identifies any gaps in children's learning which need addressing.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and is aware of individual children's stages of development. She uses information from parents to complete detailed assessments of children's learning when they first start in her care and accurately reviews children's progress. Children decide what they want to play with from well-organised resources which are appropriate for their different ages and interests. Children are active learners. They use their imaginations; they dress up and pretend to go out with their friends and babies, playing cooperatively alongside others. Children make choices during singing sessions and the childminder enhances their learning by using puppets and props which supports their listening and communication skills well. They enjoy retelling and sequencing a story during a planned activity. Overall, the childminder supports their learning well.

Personal development, behaviour and welfare are good

The childminder's home is safe and welcoming. Children are provided with healthy snacks and meals to promote their good health. The childminder teaches children good hygiene routines. She is a positive role model and has clear behavioural expectations for children. Children learn how to play well together and treat each other with respect from the consistent guidance and support they receive. Children demonstrate caring attitudes as they look after and cuddle toy dolls. They respond well to the childminder's praise and encouragement, and show that they feel secure and valued. Children have opportunities to be physically active during trips to the park. They enjoy visits to the library and farm, and regularly attend local groups with the childminder. This helps to develop their social skills and understanding of the local community.

Outcomes for children are good

All children have made good progress since starting in the childminder's care. Children are developing a range of skills to enable them to confidently take the next steps in their learning, such as starting school. The childminder regularly assesses children's knowledge and understanding. She plans well to help children make continuous progress.

Setting details

Unique reference number	EY265367
Local authority	Calderdale
Inspection number	860646
Type of provision	Childminder
Day care type	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	8 April 2010
Telephone number	

The childminder was registered in 2003 and lives in Skircoat Green, Halifax. She works with another childminder. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except family holidays and bank holidays.

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