

# Childminder Report

<b>Inspection date</b>	14 October 2015
Previous inspection date	15 March 2012

<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
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

- The childminder implements a good range of policies and procedures and regularly assesses risks which help to keep children safe.
- The childminder interacts well with children. She asks a good range of questions and repeats words back to young children which help to extend their vocabulary, communication and thinking skills.
- Children are happy. This is because they receive warm and affectionate care from the attentive childminder. This helps children feel safe and secure and have a strong sense of belonging.
- Children enjoy being active. They have plenty of opportunities to take part in physical activities which help to promote their physical well-being.
- The childminder implements effective settling-in procedures to ensure that children are familiar with her before being left for the first time.

### It is not yet outstanding because:

- The childminder is not fully exploring all opportunities to promote her professional development, so that she continues to improve her teaching skills for the benefit of children.
- The childminder does not always gather precise information from parents about what their children know and can do at home.

## What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development, so that effective measures are in place to constantly promote highly skilled practice and exceptional achievements for all children
- strengthen ways to help parents share what their child knows and can do at home on entry into the setting and on an ongoing basis.

### Inspection activities

- The inspector had a tour of the premises and observed the childminder and children in the downstairs rooms of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies and checked evidence of the childminder's suitability.
- The inspector made observations of and discussed the outcome of a planned activity with the childminder.
- The inspector took account of the views of parents spoken to on the day and from written comments.

### Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. The childminder is fully aware of who to contact should she have concerns about a child's welfare. The childminder is reflective and reviews what is working well in her setting and what needs to improve. Parents complete questionnaires and give their opinions on the quality of the provision. The well-qualified childminder's knowledge of how children learn is intuitive. She attends all mandatory training but has no current plans to explore other ways of extending her professional development. As a result, arrangements are not yet effective enough to promote highly skilled practice, so that children make exceptional progress. The childminder works effectively in partnership with her co-childminder and other professionals. She monitors and tracks children's learning and development to ensure they all make good progress.

### Quality of teaching, learning and assessment is good

The childminder plans activities carefully, incorporating children's interests and their next steps in development. This is one of the ways she ensures that activities are meaningful to children and their enthusiasm to learn is ignited. Consequently, children develop the skills they need in readiness for nursery or school. The childminder supports children's communication and language skills well through good interactions during their play. She asks purposeful questions to help children think and effectively share their ideas and thoughts. She promotes children's mathematical development well, for example, she uses appropriate language to improve their awareness of shape, colour and size during all activities and routines. The childminder establishes trusting relationships with parents and keeps them up to date about their child's progress. However, the childminder is not always successful in obtaining information from parents about children's learning and achievements at home to complement the learning process further.

### Personal development, behaviour and welfare are good

The childminder acts as a good role model. She effectively manages children's behaviour and offers praise to reinforce their positive actions. This promotes children's self-esteem and helps to prepare them well for their future move on to nursery or school. The childminder promotes healthy eating by providing nutritious meals and snacks. Children have free access to the outdoor area where they benefit from fresh air and exercise. This supports their good health. Children gain a good knowledge and understanding of diversity through a range of activities, discussions and resources.

### Outcomes for children are good

The childminder observes and assesses children's development well. All children are working within the range of development typical for their age. They are making good progress in their development towards the early learning goals from their individual starting points.

## Setting details

<b>Unique reference number</b>	303676
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	871727
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 March 2012
<b>Telephone number</b>	

The childminder was registered in 1996. She works with another childminder at a house in Halifax. The childminder operates all year round from 7.15am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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