

Childminder Report

Inspection date

4 November 2015

Previous inspection date

3 April 2012

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

- Children learn in a bright and welcoming environment that is well planned to meet their needs and interests. The childminder provides a wide range of resources that stimulate children's curiosity and motivate them to play and learn.
- The childminder is sensitive, kind and caring. Children form secure bonds with her and show high levels of confidence in her home. They freely play with toys and explore their environment with enjoyment.
- The childminder has a good knowledge of how young children learn. She uses her good teaching skills to adapt activities, so that they are appealing and meaningful to each child. This helps to ensure that children enjoy their play and make good progress in their learning.
- Partnerships with parents are strong. As a result, the childminder knows each child well and is able to meet their individual developmental and care needs.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to develop children's critical-thinking skills. This is because, on occasions, she does not leave enough time between questions to allow children to process their thoughts and formulate an answer.
- The programme for professional development has not identified how the childminder will enhance the quality of her practice, so that it reaches an outstanding level.

What the setting needs to do to improve further

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

- ensure that children have time to process their thoughts and formulate answers to questions to further support their critical thinking
- develop a targeted programme of professional development that promotes highly skilled teaching practice and increases the potential for children to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector checked evidence of the suitability of the childminder and her family, children's records, policies and procedures and discussed the monitoring process and evaluation systems that support the service.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector held discussions with the childminder and talked with children at various times during the inspection.
- The inspector took account of statements and completed questionnaires which were provided by parents.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder makes sure she has up-to-date information about the local procedures for dealing with concerns about children's welfare. She uses risk assessments effectively to ensure that hazards in her home are minimised and children are protected from harm. Children regularly practise fire drills to ensure that they know how to evacuate the premises safely in an emergency. The childminder evaluates the quality of the service she provides, finding out what parents and children expect and enjoy. This helps her to make continuous improvements to her setting. Effective partnerships have been established with other settings children attend. There is a regular exchange of information and a shared approach to children's care and learning.

Quality of teaching, learning and assessment is good

The childminder promotes children's learning well. Children are provided with a good variety of well-planned activities which helps them to learn through play. The childminder ensures teaching is suited to individual children by using their interests to provide effective learning opportunities. She skilfully uses play-based activities to teach children key skills that prepare them well for future learning. For example, she introduces mathematics into activities as she encourages children to count, identify shapes and use early calculation skills. The childminder promotes children's literacy development well as she reads stories to them and involves them in mark-making activities. She tracks children's progress carefully and knows what to do if she identifies gaps in learning which include involving parents and external agencies. Parents receive regular information about their children's progress and have regular opportunities to look through their learning journals which enable them to support their child's learning at home. The childminder gathers information from parents about children's learning at home to complement her good teaching further. Parents are extremely complimentary about the childminder and the positive effect she has had on their children's learning and development.

Personal development, behaviour and welfare are good

Children are happy and settled in a warm, caring environment. Babies are given sensitive, focused attention to help them feel secure. The childminder recognises when they become tired and responds attentively, giving cuddles and reassurance. Children learn how to behave appropriately as the childminder is an effective role model, promoting sharing, respect and good manners. Consequently, children develop the social skills ready for the move to nursery or school. She encourages children to be polite and respectful to others by providing sensitive reminders about behaviour. Children are provided with healthy snacks and follow good hygiene procedures. The childminder makes good use of the outdoor environment. She provides opportunities for daily exercise and fresh air which help to promote children's physical development and well-being effectively.

Outcomes for children are good

All children make good progress from their starting points. They are eager, motivated and acquire the skills they need in preparation for their move to school.

Setting details

Unique reference number	303679
Local authority	Calderdale
Inspection number	871728
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	3 April 2012
Telephone number	

The childminder was registered in 1996 and lives in Halifax. She operates all year round from 8am to 5.30pm, Tuesdays and Wednesdays, except bank holidays and family holidays.

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