

Childminder Report

Inspection date

17 November 2015

Previous inspection date

3 May 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		Not applicable	

Summary of key findings for parents

This provision is good

- Positive attachments are in place between children and the childminder. Children are settled and involve her in their play. The childminder celebrates children's achievements and offers consistent praise which helps to build their self-esteem and emotional well-being.
- The close links with parents and the teachers at the local school help the childminder to understand and meet the individual needs of children. Children are happy and motivated learners, who progress well towards their next stages in learning.
- The childminder is interested in the children and she encourages them to share experiences about their school day. This contributes to children developing good social skills and confidence in their communication and language skills.
- Parents share very positive views about the childminder. They say that she is, 'Very friendly and professional' and that, 'Communication is good because she always make herself available.'
- Children behave well and the childminder gives clear guidance about her expectations for behaviour. They play cooperatively and older children show kindness and consideration towards the younger children.

It is not yet outstanding because:

- The childminder does not routinely talk with children about healthier food choices while she supervises children at teatime.
- 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:

- extend support and opportunities for children to identify the positive impact of a healthy diet
- strengthen the plan for professional development, so that it is sharply focused on developing the already good practice to the highest level.

Inspection activities

- The inspector had a tour of the areas used for childminding, including the lounge, kitchen, playroom and the rear garden.
- The inspector accompanied the childminder to the local school to collect the children.
- The inspector observed the childminder's interaction with children and spoke to the childminder throughout the inspection.
- 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 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 discussed and evaluated a planned activity with the childminder.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder recognises the signs and symptoms of possible abuse and she knows how to record and report any concerns regarding a child's welfare. In addition, she implements a comprehensive range of policies, procedures and risk assessments which underpin her practice and help to keep children safe. The childminder is well organised and keeps appropriate records of attendance, medication and accident reports, to further help safeguard children. The childminder has a self-evaluation process in place which is informed by informal feedback from parents and children. Well-established links with local schools and pre-schools mean that children's learning is complemented and their well-being is promoted.

Quality of teaching, learning and assessment is good

Children are offered a range of activities and freely choose what they would like to do. The childminder plans fun, creative activities, for example, children work together to make dreamcatchers. Children enjoy talking about what they are making and interact positively with each other as they play. The childminder asks purposeful questions as children select resources for the craft activity. She is responsive to children and praises them for their efforts, which supports children to develop their self-confidence. Children listen well and follow instructions when required. The partnership with the local school is good. The childminder works with the school to find out about what children have done in the day and then plans activities in order to complement their learning in school. In addition, children are given plenty of time to talk about what they have been doing in school. They listen to each other and take account of other people's ideas during their play. This supports their future learning.

Personal development, behaviour and welfare are good

The childminder is very calm and caring. She speaks softly to children and interacts with them at their level to ensure they enjoy their time in her care. This helps support children's emotional well-being. The childminder ensures that the environment is safe, clean and clutter free, to prevent accidents and promote children's welfare. She teaches children the importance of keeping themselves safe while they play and about road safety on their way home from school. She offers simple explanations about tidying up during activities, so they do not fall over toys and equipment. A high priority is given to developing children's social skills. Children learn how to play alongside other children and share resources. Older children are very caring as they play with younger children and help them to read books and complete puzzles. Activities, such as setting the table for tea and using tools during craft activities, help children develop good small-muscle skills. The childminder encourages children to gain independence in their self-care. She seizes opportunities to teach children about the importance of good care routines, such as handwashing after toileting and before eating.

Setting details

Unique reference number	EY436993
Local authority	Calderdale
Inspection number	853809
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	3 May 2012
Telephone number	

The childminder was registered in 2011 and lives in Sowerby Bridge, Halifax. She operates all year round, from 7.30am to 9am and 3pm to 6pm, Monday to Friday, except for family holidays and bank holidays.

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