

# Childminder Report

**Inspection date**

19 November 2015

Previous inspection date

16 May 2011

<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 frequently evaluates her practice. She seeks the views of parents and children, and takes these into account in future plans. She shares good practice with other childminders and accesses regular training to improve her knowledge. This helps her to maintain the good quality of her provision.
- The childminder works with parents to assess their children's skills when they enter her care. She uses the information to plan for children's learning from the start. Their learning experiences are supported by good quality teaching.
- The childminder provides an effective balance of child-initiated and adult-led experiences that help children to make strong progress towards the early learning goals. Children's natural curiosity is embraced and they are motivated to learn. As a result, they are well prepared for their future learning, including the move on to school.
- Children are learning to respect and celebrate each other's differences. The childminder helps them to understand that they are unique and their views are important. She promotes their knowledge of their community and the diversity of the wider world.

**It is not yet outstanding because:**

- The childminder does not have fully effective systems in place for sharing information with other early years settings that children attend. As a result, continuity in children's learning is not always promoted.
- The childminder does not always fully promote children's understanding of why good personal care routines are important.

## What the setting needs to do to improve further

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

- build on partnerships with other settings that children also attend to ensure that full information about their progress is shared so that continuity in their learning is fully supported
- build on children's understanding of why good personal care routines are important.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents from the childminder's review of her practice.
- The inspector looked at children's records, discussed planning, and viewed a range of other documentation, including policies and procedures.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of her strengths and any areas of her practice that can be improved. She has a comprehensive understanding of child protection issues. Safeguarding arrangements are effective as procedures to protect children are implemented successfully. The childminder has a thorough knowledge of the learning and development requirements. She provides a wide range of learning experiences that promote children's development in all areas. The childminder constantly monitors children's progress and identifies clear next steps for their learning. She shares information about their development with their parents and involves them in their children's learning. This means that, in most instances, children's learning is supported consistently.

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

The childminder recognises when to offer children support and the importance of allowing them to develop their own play. Children enjoy imaginative play as they re-enact their own observations of adults. For example, they dress and feed their baby dolls. The childminder encourages them to think about what clothes they might need for the cold weather. The childminder provides a variety of media to promote children's interest in literacy. They look at catalogues and brochures from places they have visited. The childminder uses these to promote discussion, supporting children's developing language skills and extending their vocabulary. All children are making very good progress in this aspect of their learning. The childminder helps children to make books about themselves. They develop early writing skills as she supports them to give meaning to the marks they make. These activities give the childminder an insight into children's emerging interests. She uses the information to inform her planning so that activities capture children's interests and stimulate them to learn.

### Personal development, behaviour and welfare are good

Parents comment that the childminder provides a stimulating and fun environment in a family atmosphere. Children are happy and self-assured as they play. The childminder promotes their growing confidence through praise and encouragement. Children make their own rules for the setting. This gives them a sense of responsibility and promotes their developing understanding of right and wrong. Children enjoy outdoor play and learn to keep themselves safe. The childminder frequently takes them on buses and trains, so they learn how to stay safe in different environments. The childminder provides a range of nutritious snacks and helps children to understand why a healthy diet is important. Children have opportunities to meet up with others. They begin to build friendships, which helps to prepare them emotionally for the eventual move on to school.

### Outcomes for children are good

The childminder plans learning experiences that target children's interests from the outset. Children are encouraged to investigate and question. As a result, they are keen to learn more and they make swift progress from their starting points. This means all children develop the skills they need for their future learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY346547
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	863129
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 May 2011
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Birstall. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a formal qualification at level 3. She receives funding for two-year-olds.

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