

Childminder Report

Inspection date

1 December 2015

Previous inspection date

15 March 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

- Partnerships with parents are particularly strong. There is a generally continuous two-way flow of information, between the childminder and parents, about their children's learning and development. Parents speak highly of how the childminder supports their children's achievements and are very pleased with the progress they are making.
- The childminder is a good teacher who is patient and attentive. Children are motivated and eagerly become involved in activities and experiences the childminder provides. She uses her knowledge of the children to effectively help them move forward in their learning. Children make good progress from their starting points.
- Children thrive and feel safe in this secure environment. The childminder reinforces their positive behaviour with praise and encouragement. Children develop friendships and social skills. They learn to share, wait to take their turn and use good manners.
- Children's communication and language development are supported and extended very well. The childminder listens carefully to children. She asks questions, holds purposeful conversations and introduces new vocabulary as she joins in their play.

It is not yet outstanding because:

- The childminder's professional development focuses on essential aspects of training, rather than being specifically targeted at developing her teaching skills to the highest level.
- The childminder does not seek enough information from parents, when children first start, about what they can do, to help her plan precisely for their learning from the very beginning.

What the setting needs to do to improve further

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

- build on the already good practice by using self-evaluation even more effectively, and being proactive in seeking further ways to develop teaching practice to the highest level
- 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 observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out an evaluation of teaching with the childminder following a planned activity.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector discussed the childminder's self-evaluation and took account of the views of the parents spoken to on the day.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding children are effective. Clear policies and procedures are implemented. The childminder keeps her safeguarding knowledge and first-aid qualification updated. She is aware of the appropriate action to take if she has concerns about the welfare of a child in her care. Children are effectively protected and kept very safe from harm. The childminder is a confident, experienced practitioner. She monitors children's learning well, ensures their progress is understood and that any gaps in their development are addressed. She knows how to access any specialist support that children may need. The childminder values the opinions of parents, in order to improve her service. She considers what she does well and the ways she can improve.

Quality of teaching, learning and assessment is good

The childminder uses effective teaching strategies to promote and extend children's understanding and skills across all areas of learning. There is a good balance between adult-led activities and opportunities for children to play, explore and lead their own learning. The childminder works alongside children and tailors the activities very well to meet the needs of younger and older children. The childminder holds interesting conversations, uses skilful questioning and models skills for children to learn. This helps extend their thinking and learning. Children develop their fine manipulative and creative abilities as they create artwork with paint. The childminder uses these activities to help develop children's understanding of different shapes and colour. She makes effective use of her observations of children, to inform planning for their individual interests and the next steps in their learning. She regularly shares these with parents so they can help support their children's learning at home. Partnerships with other settings that children attend are strong, and information is shared to ensure children's learning and development are continually supported.

Personal development, behaviour and welfare are good

The childminder has established good settling-in procedures. She finds out about children's care routines and individual preferences when they first start in her care. The childminder knows the children well and is perceptive to their individual characters and needs. Children form very secure attachments to her and receive the comfort and reassurance they need. The childminder promotes healthy lifestyles very well. Children choose from the many different fruits available for snack. She provides them with wholesome home-cooked meals, and plenty of fresh water and milk to drink. The childminder has high expectations of the children. They help to tidy up and are developing their understanding of taking responsibility for their environment.

Outcomes for children are good

All children are making good progress towards the early learning goals, including disabled children and those with special educational needs. Children are acquiring the skills and dispositions they need to be ready for the next stage in their learning, such as starting nursery or school.

Setting details

Unique reference number	982085
Local authority	Calderdale
Inspection number	872397
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	15 March 2012
Telephone number	

The childminder was registered in 1996. She works with another childminder at a house in Halifax. The childminder operates all year round from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

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