

Childminder Report

Inspection date

22 January 2016

Previous inspection date

1 March 2010

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 have clearly formed secure attachments to the very nurturing childminder which help to promote their emotional well-being. Their individual care needs are met extremely well through close consultation with parents.
- The childminder effectively supports children's early language skills. She enthusiastically talks to them during care routines and as they play. They delight in finding a voice as they babble and attempt to copy words and sounds.
- Parents receive good quality information through friendly face-to-face exchanges and a daily diary. Furthermore, there is strong partnership working with others. This helps to promote continuity in children's care and learning.
- The childminder motivates children through her enthusiastic, effective teaching and children make good progress. She provides a good variety of outings. This increases children's social experiences and understanding of difference, and contributes successfully to children's physical well-being.
- The childminder closely supervises children as they practise their developing mobility, such as pulling themselves to standing. This helps them to develop confidence when learning new skills and feel safe while doing so.

It is not yet outstanding because:

- Sometimes, the childminder does not use the information gained from her ongoing observations and precise assessments of children's progress, to plan for their individual learning and interests to the highest level.
- The childminder does not fully consider the variety, and accessibility of, resources for very young children to maximise their independent sensory play and exploration.

What the setting needs to do to improve further

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

- make better use of information gained from observations and assessments of children's progress, to plan for their individual learning and interests with greater success
- improve the organisation of the learning environment, in order to enhance very young children's independent sensory play and exploration.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, written feedback from parents, including questionnaires, children's records of learning and evidence of the suitability of those living on the premises.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

The childminder seeks ways to continually improve her knowledge of early years practice and is keen to obtain the views of children and parents. She continually strives to attain the highest levels of care and education for children. For example, she has recently joined a childminding network. As part of this, she has regular quality checks and attends information sessions and training events. The arrangements for safeguarding are effective. Thorough risk assessments ensure that a safe environment is maintained, enabling children to explore freely. The childminder has a good knowledge of the possible signs of abuse and neglect, and has clear reporting procedures. This contributes further to keeping children safe and protected.

Quality of teaching, learning and assessment is good

Overall, children take part in a good range of learning experiences. The childminder continually observes children and plans well for what they need to do next, in most respects. She shares this with parents, so they can support children's learning together. Parents are invited to contribute to children's very insightful records of learning. The childminder uses lively and encouraging conversations, for instance, as children engage in sticking and gluing. Children enjoy looking at pictures in books and feeling the different textures. As they do so, the childminder introduces new words and helps them to build on their developing speech. She uses gestures, helping them to link words to actions. The childminder offers frequent praise, much to children's delight. Children actively explore and show especially good levels of focus and perseverance when they find something of particular interest to them.

Personal development, behaviour and welfare are good

Children are happy and settled. They enjoy regular cuddles from the childminder and thrive on her positive interaction. Children's continued sense of security is well ensured when they move to a new setting or move between settings. Given their very young age, children are sociable. They delight in gaining attention from adults and enjoy joining in with simple games, such as pushing a car back and forth. When they occasionally test boundaries, the childminder gently reinforces positive behavioural expectations, such as being kind, sharing and taking turns. This approach helps to foster children's self-esteem and confidence, as they develop essential social skills for moving on to nursery and then school. Children are developing independence during care routines which they are clearly familiar with. These are very relaxed and unhurried, and used to build on children's learning. The environment is bright and welcoming. It is enhanced with an array of labelling, helping to develop children's early literacy skills. It is organised well to support, in particular, more-able children's independent learning.

Outcomes for children are good

Children make good progress in their learning from their starting points. They have a positive approach to learning and acquire important skills which prepare them well for moving on to nursery and, ultimately, school.

Setting details

Unique reference number	EY248569
Local authority	Calderdale
Inspection number	872592
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	1 March 2010
Telephone number	

The childminder was registered in 2003 and lives in the Hove Edge area of Brighouse. She operates all year round, from 7.15am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder is member of Calderdale Children Come First Childminding Network.

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