

# Childminder Report

**Inspection date**

1 February 2016

Previous inspection date

29 February 2012

<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

- Teaching is good because the childminder fully understands how to promote children's learning. She makes very good use of natural resources and provides a wide range of imaginative and enticing activities for children to explore. Children are motivated to investigate and approach their learning with enthusiasm.
- The qualified childminder is very experienced and provides a good quality service for children. She has a positive approach to improving her childcare knowledge. She attends training events to update and develop her knowledge and skills.
- The childminder is a good role model, consistently offering praise and support to children. She manages children's behaviour in an appropriate way. Children are provided with clear, age-appropriate boundaries helping them understand what acceptable behaviour is.
- Children enjoy the childminder's company and form strong attachments with her. They are welcomed with lots of smiles and hugs, and clearly enjoy their time with her. This has a positive impact on children's emotional well-being and sense of security.
- The childminder fosters effective partnerships with parents. Written references show how parents value the quality of care and learning the childminder provides to their children.

### It is not yet outstanding because:

- Self-evaluation accurately identifies the strengths of the setting. However, it is not used to set specific and measurable targets for improvement, that lead to the highest-quality provision and outcomes for children.

## What the setting needs to do to improve further

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

- sharpen the focus of self-evaluation to help increase the potential to deliver the highest-quality provision and outcomes for children.

### Inspection activities

- The inspector toured the premises and observed teaching and learning activities indoors.
- The inspector viewed regulatory documentation, including evidence of the suitability of all household members, children's details, learning files and a sample of policies and procedures.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the childminder and discussed children's learning and development with her.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written references and questionnaires from parents and children.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a very good understanding of how to keep children safe in her care. She can confidently explain what action she would take if she had a concern about children's welfare. A comprehensive range of policies and procedures is in place. These are consistently implemented and underpin her childminding provision. Partnerships with parents are strong. The childminder shares information, both verbally and electronically. This enables parents to have direct access to useful information about their child's development, including their next steps in learning. This supports children's learning at home. The childminder has established effective partnerships with other settings children attend. She exchanges relevant information so that children are provided with continuity in their care and education. The childminder is aware of her responsibility in observing and assessing the quality of her assistant's teaching practice.

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

The childminder knows children well and takes time to find out about children's interests and achievements when they start with her. She uses her knowledge to accurately assess children's progress from their starting points. This helps her identify any gaps in children's learning so that interventions can be put in place to close these gaps swiftly. Children develop their mathematical skills as they make bird feeders. They fill and empty containers with enthusiasm. The childminder extends this activity well and introduces key words and descriptive language, helping to accelerate children's developing vocabulary. She skilfully encourages children to solve problems and guides them, without doing things for them. Children handle a wide range of tools and equipment safely. This supports children to develop their physical skills.

### Personal development, behaviour and welfare are good

Children learn how to treat each other with respect and understanding, and talk about the lives of people, families and communities beyond their own experiences. Children are well supported to develop self-care skills relative to their ages and capabilities. Children make their own choices and the childminder actively encourages them to do things for themselves. For example, children confidently set the table at snack time and pour their own water. The childminder gives children positive messages that help to promote healthy lifestyles. She reminds children to follow good hygiene routines and encourages them to make their own choices about the healthy foods they will eat. Children's physical well-being is well promoted by regular outings and frequent opportunities to climb and run.

### Outcomes for children are good

Children make good progress from their starting points. They are consistently working well within their expected range of development. Children are confident and keen learners. They are well prepared for the next stage of their learning and gain the key skills for future learning and school.

## Setting details

<b>Unique reference number</b>	EY285308
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1024218
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 February 2012
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Halifax, West Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3 and occasionally works with an assistant.

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