

Childminder Report

Inspection date

8 February 2016

Previous inspection date

17 November 2009

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

- The continuity of children's care and learning is good. Parents are well informed about their child's well-being and progress and are encouraged to support their learning and development at home.
- The childminder and her assistant keep up to date with training to enhance the learning outcomes for children. The childminder's assistant is highly qualified and brings a wealth of training and experience into the setting to further develop practice.
- The childminder's home is warm and welcoming. The environment is very well organised and she makes the most of the space available. An extensive range of resources and activities is available to the children. Children are very confident to explore and make their own play choices.
- The quality of teaching is consistently good and at times outstanding. The childminder and her assistant have a very secure knowledge of how children learn through play. They have extremely high expectations of children's abilities. They provide interesting and challenging experiences appropriate to children's ages and stage of development. Children make very good progress.

It is not yet outstanding because:

- The childminder does not involve parents sufficiently in the self-evaluation process.
- The childminder does not find out as much as possible from parents about their children's learning, to fully support her early identification of children's precise learning needs from the very start.

What the setting needs to do to improve further

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

- obtain parents' views about the setting more effectively in order to inform self-evaluation
- expand the information gathered from parents initially, in order to plan even more precisely for children's continued progress from the very earliest stage.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector had discussions with the childminder. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of adults in the home.
- The inspector took into account the views of parents.
- The inspector jointly observed and evaluated an activity with the childminder.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant are alert to the signs of possible abuse and neglect. They know exactly what action to take if they have concerns about a child's welfare. The childminder makes regular checks so that the environment remains safe, and this helps to effectively support children's good health and welfare. The childminder has thorough procedures in place to ensure that her assistant remains suitable to work with children. The childminder and her assistant closely monitor each child's progress. They have recently implemented an electronic system for assessing and tracking children's progress. This helps them to swiftly identify and effectively address any gaps in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder and her assistant regularly observe children and successfully plan challenging learning experiences that are accurately tailored to children's needs, interests and abilities. Children's learning is extended as the childminder and her assistant skilfully question them to help children think critically and problem solve. For example, they help children consider where to lay train track and how the pieces of track fit together. Children's mathematical language is extended when they talk about trains going on, over and under the bridge. Children have very good opportunities to explore materials using their senses. For example, they observe what happens to ice as it melts, how dry sand feels as it flows through their fingers and how paint feels as it squelches in their hands.

Personal development, behaviour and welfare are good

Good settling-in procedures enable the childminder and her assistant to get to know the children well. They gather information from parents about children's care needs, when they first start. This helps the childminder to support them effectively in their move from home. Children are very happy in the childminder's care. They develop strong relationships with the childminder, her assistant and the other children. Children are confident in exploring their surroundings. Children's artwork and photographs of them at play are displayed, which helps them develop a sense of being valued. Children behave well in relation to their ages and stages of development. They are supported very well to understand how to share and take turns. Children are very independent in their personal care and also help to tidy away the resources to make the environment safe. This contributes to their personal and social development. The childminder has regular discussions with children about foods that are healthy, to raise their awareness. Children have opportunities to be active and engage in physical activities, such as playing outside.

Outcomes for children are good

Children, including funded two-year olds, are making very good progress in line with their abilities. They are being well prepared for their next stage in learning and the move on to school.

Setting details

Unique reference number	EY316803
Local authority	Calderdale
Inspection number	856817
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	12
Number of children on roll	2
Name of provider	
Date of previous inspection	17 November 2009
Telephone number	

The childminder was registered in 2005 and lives in Halifax, West Yorkshire. She operates all year round, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant and provides funded early education for two-year-old children.

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