

# Childminder Report

**Inspection date**

1 March 2016

Previous inspection date

23 April 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

- The childminder places priority on children's emotional well-being. She has developed caring and respectful relationships with the children in her care. Behaviour is very good. Children are polite and friendly and are learning to take turns and share. Their emerging independence is well supported.
- The childminder provides targeted support for children who join her setting with starting points below those expected for their age. Her effective use of tracking shows that children are improving over a period of time and any gaps in learning are closing.
- Children's early mathematical understanding is promoted well. The childminder is skilled at weaving opportunities to talk about shapes and size into everyday activities, while opportunities to count and consider amounts are plentiful.
- The childminder works well with parents and other settings that children attend. Effective systems enable her to share information appropriately and promote a shared approach to children's learning and care.
- The childminder interacts well with children. She asks a good range of questions and repeats words back to them, helping to extend their communication and thinking skills.
- The childminder helps children learn to value and respect similarities and differences, and they enjoy a range of activities and visits to places in the community.

### It is not yet outstanding because:

- At times, the childminder misses opportunities to extend younger children's experiences of different materials, to further develop their understanding and curiosity.
- Self-evaluation is not rigorous enough to drive the quality of the provision to an even higher level.

## What the setting needs to do to improve further

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

- provide more opportunities for younger children to explore different materials that help to further develop their imaginations and creativity
- refine the process of self-evaluation and more effectively recognise areas for improvement which raise the quality of the provision to a higher level.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living and working on the premises.
- The inspector looked at the childminder's self-evaluation form and took account of the views of parents through their written feedback. She also looked at a selection of risk assessments and policy documents, including the safeguarding policy and procedures.

### Inspector

Amanda Forrest

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to recognise and manage any concerns that may arise about children's welfare, including the procedures to follow. She keeps her skills and knowledge updated, such as through completing training and sharing ideas for good practice with other childminders and professionals. The childminder communicates well with parents about the individual needs of children. For example, they have daily discussions about what their children can do and what help they need to progress towards their next steps in learning. This shared approach helps to ensure children receive consistent care and learning experiences. The childminder carefully considers the ages of children being cared for when completing risk assessments, to help keep them safe.

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

The childminder assesses and monitors children's progress well and shares this information with parents. She uses a range of effective teaching methods to encourage and support children. For example, as children dance along to monkey music she introduces words, such as whoop, screech and swing, to help extend their learning. Children develop their physical skills effectively. For example, the childminder shows them how to use and handle small tools. She asks them questions to help develop their thinking skills, for example, about what they think will happen next. She gives children time to explain and share their ideas, developing their communication and language skills further. Older children are beginning to organise and sort objects and numbers. For example, they identify and order number bottles. They count the steps as they walk downstairs and can select the correct number of items from a group when asked. Older children enjoy looking at books and joining in with songs and rhymes.

### Personal development, behaviour and welfare are good

The childminder provides a warm, welcoming environment. Her home is set up with resources indoors that interest and challenge the children effectively. Children settle very quickly. The childminder has a good knowledge of individual children. She clearly enjoys spending time with children, who are confident and relaxed in her care. The childminder implements care routines well. Children are encouraged to make healthy choices and the childminder teaches them about exercise and diet. Children extend this learning throughout their play, for example, they talk about vitamins and vegetables when pretending to make soup in the toy kitchen. The childminder offers consistent and high levels of praise and encouragement to children, helping to support their confidence and self-esteem.

### Outcomes for children are good

Children make good progress based on their starting points. They learn a good range of skills that prepares them for their future learning, including the move to school. Children confidently explore and make independent choices and decisions from the many play resources available. They learn to manage their own needs, such as putting on their own coats and shoes to go outside.

## Setting details

<b>Unique reference number</b>	303655
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	864780
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 April 2012
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in Savile Park, Halifax. She operates all year round from 7.30am to 6pm, Monday to Thursday, except family holidays and bank holidays.

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