

Childminder Report

Inspection dates

Previous inspection date

12 April 2016 - 14 April 2016

23 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 has a good understanding of how children learn through play. She is knowledgeable about children's individual stages of development and uses this information to plan challenging and fun activities for them. Children are making good progress from their starting points.
- Partnerships with parents are strong. Parents share detailed information about their children's development when they first start to attend. The childminder continues to keep them well informed about their children's learning through daily discussions and the shared use of daily record sheets.
- The childminder has a very friendly nature. She treats children with care and kindness. This helps them gain a sense of belonging and effectively supports their emotional well-being.
- Successful partnerships with the local school promote a shared approach to children's development. The childminder finds out what children are learning in school and provides activities that complement and build on this learning.
- The childminder creates a stimulating environment where children have independent access to an excellent range of resources.

It is not yet outstanding because:

- The childminder supports children's developing language well. However, some of her questioning techniques do not give children enough time to think about a response.
- Self-evaluation does not set challenging enough targets to raise the quality of the provision to an outstanding level.

What the setting needs to do to improve further

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

- enhance questioning skills to better promote children's communication and learning during play
- improve the focus of self-evaluation and set more-challenging targets to raise the quality of the provision to outstanding.

Inspection activities

- The inspector had a tour of the premises and observed the childminder and children in the downstairs rooms of the house.
- The inspector spoke with the childminder, her co-childminders and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies and checked evidence of the childminder's suitability.
- The inspector made observations of and discussed the outcome of a planned activity with the childminder.
- The inspector took account of the views of parents from written comments.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Children are kept safe in the childminder's care. She has a good awareness of child protection procedures and recognises the possible signs that children may be at risk. The childminder creates a safe environment for children to play in and supervises them well. The childminder successfully tracks children's learning and development. This means that she is able to respond to any gaps in their learning and seek appropriate support. The childminder regularly shares good practice with her co-childminders. They work successfully together to maintain the good standard of their provision. The childminder meets with other childminders to discuss and share ideas for best practice and is part of the local childminding network support group.

Quality of teaching, learning and assessment is good

The childminder uses a range of good teaching strategies to engage children in learning. She carefully observes children and gets to know them well. The childminder accurately assesses their stages of development and plans ways to help them make good progress. Overall, the childminder supports children's communication and language development well. She speaks clearly and reinforces language through repetition and modelling new words. Children's social skills are supported well. For example, the childminder encourages the children to share and take turns with resources. The childminder's garden is well organised and provides children with a range of interesting learning experiences. For example, children enjoy exploring the textures of the very good collections of natural materials.

Personal development, behaviour and welfare are good

Effective settling-in procedures help children to develop confidence and gives them time to adapt to their new surroundings. Children have many opportunities to be physically active. They access the childminder's garden and make regular visits to local parks. This helps to support their good health and physical well-being. Children are provided with nutritious meals and snacks. They enjoy positive interaction, praise and encouragement from the childminder which boosts their confidence and self-esteem. The childminder sets realistic boundaries and expectations that promote children's positive cooperation and good behaviour. Children are provided with a range of experiences that helps them value and learn respect for other peoples' similarities and differences.

Outcomes for children are good

Children develop a positive attitude and are motivated to learn. They show fascination and remain engaged in activities for a significant period of time. For example, toddlers carefully fill and empty different sized bowls outside in the mud kitchen. Children play well together and build good friendships. They learn to behave well, share and take turns. Children are learning key skills in literacy and mathematics. For example, they use large chalks to write their name and count the number of frogs left whilst singing rhymes. This means children have good foundations for the next stage in their learning and ultimately their move on to nursery or school.

Setting details

Unique reference number	EY305681
Local authority	Calderdale
Inspection number	848933
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23 January 2009
Telephone number	

The childminder was registered in 2005 and lives in Halifax. She works with two other childminders at a house in Halifax. The childminder operates all year round from 7.30am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

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