

# Childminder Report

**Inspection date**

29 April 2016

Previous inspection date

21 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 made positive changes since the last inspection. Methods of reporting children's progress, for parents of children who are between two and three years old, are completed. This means any gaps in learning can be quickly identified and swiftly addressed.
- The childminder has a good understanding of how children learn. When planning activities she takes into account their interests, both inside and outdoors. These capture children's curiosity and stimulate them to learn.
- Children's emotional well-being is effectively promoted by the childminder. Children are kept safe and show they feel secure and at ease as they play happily in her care.
- Overall, partnerships with parents are good. The childminder shares information every day with parents about their children's care and development. This enables parents to continue with their children's learning at home.

### It is not yet outstanding because:

- The childminder does not gather as much information as possible about what children know and can do when they first start in the setting.
- Sometimes, the childminder misses opportunities to support older children's language development and extend their thinking further.
- The childminder's professional development plans are not yet targeted precisely enough to achieve and maintain an even higher quality of teaching.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when they first join the setting
- support older children to use their developing language and find even more ways to challenge their thinking
- build on the already good practice and plan targeted professional development that helps ensure that teaching is of an even higher quality.

### Inspection activities

- The inspector made observations of, and discussed the outcome of, a planned activity with the childminder.
- 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 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 took account of the views of parents from written comments.

### Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of her responsibility to keep children safe and knows the procedures to follow to protect them. She supervises children well and minimises possible risks to them. This helps to keep children safe. The childminder has a good understanding of how children learn and develop. She works in partnership with other providers to ensure children benefit from consistency in their care and learning when they move on to other settings. Parents are very complimentary about the service that the childminder provides and praise her commitment and professionalism. The childminder reviews her provision to help her identify and make improvements. This has a positive impact on children's learning.

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

The quality of teaching is good. The childminder has a secure knowledge of children's individual needs and interests. She assesses their abilities during play activities and carefully plans the next steps in their learning. This helps them to make good progress. The childminder provides children with activities that are interesting and stimulating. For example, they enjoy playing with ice. The childminder uses this activity to promote sensory exploration. She encourages younger children's developing language well. For example, she engages them in singing songs and repeats and rephrases words and sentences. The childminder makes good use of the wider community, including visits to the local church, pet shop and park. This helps extend children's understanding of the world.

### Personal development, behaviour and welfare are good

Children are happy and relaxed in the childminder's welcoming environment. They are treated with warmth and kindness and form strong attachments with her. This demonstrates that they feel safe and emotionally secure. Children have access to a wide range of age-appropriate toys and resources which they can access independently. Children enjoy fresh air and exercise every day, along with nutritious meals and snacks. This helps to promote their good health. They socialise with other children at playgroups, which helps to prepare them for school. Children behave well and are happy and confident in their surroundings. The childminder praises children regularly, which helps to raise their self-esteem.

### Outcomes for children are good

All children are making good progress from their initial starting points and are gaining the skills they need for their future learning in school. Children are stimulated in their play and are engaged, motivated and active learners. For example, they carefully use the trowel to fill their pot with compost before planting and watering their sunflower seeds. Children learn to share, wait to take their turn and use good manners. Older children develop their writing skills. They are beginning to recognise their name in print and to write it themselves. This helps prepare them well for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	303675
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1043858
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 May 2014
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Mytholmroyd, Halifax. She operates all year round from 7am to 6pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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