

Childminder Report

Inspection date

17 May 2016

Previous inspection date

14 July 2010

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 childminder effectively follows and extends children's individual interests and next steps in learning, which meets their needs and helps them to make good progress.
- The childminder uses positive strategies to reinforce appropriate behaviour according to the children's age and stage of development. She regularly praises and thanks the children, which helps to raise their self-esteem and confidence.
- A good range of policies and procedures is implemented effectively to help keep children safe from harm.
- Children are provided with a warm, friendly and welcoming environment. This contributes towards them forming secure attachments and developing positive relationships with the childminder and her family.
- The childminder has established good partnerships with parents and the local primary school to help prepare children for the next stage in their learning. This helps her provide consistent support for children's learning and development.

It is not yet outstanding because:

- Self-evaluation does not effectively include the views of parents to further improve the quality of provision.
- The childminder does not always promote children's understanding of how thorough handwashing routines can best support their good health.
- The childminder does not fully extend children's understanding of diversity in the wider community to develop their understanding of other people's cultures, faiths and traditions.

What the setting needs to do to improve further

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

- make more opportunities to gather and act upon the suggestions and ideas of parents to help drive improvement
- reflect on the organisation of handwashing routines to ensure they are fully effective in promoting children's understanding about how they can help maintain their good health
- extend the opportunities to strengthen children's understanding of similarities and differences between themselves and people in the wider community.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector viewed areas of the childminder's home used for childminding.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, evidence of qualifications and suitability of household members, children's learning journals and a sample of policies and procedures.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and childminder undertook a joint observation of an activity and the inspector evaluated the accuracy of the childminder's assessment of this.
- The inspector took into account the views of parents.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended relevant training and knows the procedures to follow if she has any concerns about children in her care. The childminder assesses risks to identify any potential hazards and minimise harm to children. This helps to provide a safe and secure environment for children. The childminder reflects on her practice and strives for continuous improvement. For example, since her last inspection, she has developed her systems to establish children's starting points and track their ongoing progress towards the early learning goals. The childminder holds a childcare qualification and uses her knowledge well to meet the needs of children. She is committed to supporting her professional development and makes best use of various training opportunities. The childminder has regular contact with other childminders and other professionals in the local area, which enables her to share ideas and discuss best practice. This further supports children to make good progress in their learning and development.

Quality of teaching, learning and assessment is good

The childminder provides children with activities that help to engaged and motivate them in their learning. For example, children show high levels of concentration as they make a cake for dessert for their peers. The childminder uses this opportunity well to support older children's mathematical skills. For example, she supports children as they count out spoonfuls of the ingredients. Children's communication and language skills are promoted well as the childminder engages in constant discussion and asks questions as they play. She completes regular observations and assessments of children's progress to recognise their achievements and identify the next steps in their learning. Alongside these, photographs and examples of children's own work are collated in individual learning records. The childminder understands her responsibilities relating to the progress check for children between the ages of two and three years. She regularly communicates with parents. This helps to ensure that parents are well informed of their child's care, well-being and achievements.

Personal development, behaviour and welfare are good

Children are happy, content and settled in the childminder's care. Good settling-in procedures are in place to help the childminder support the children emotionally in their move from home. The childminder effectively supports children's physical development and supports them as they take appropriate risks. For example, children enjoy taking turns and bouncing on the trampoline in the childminder's garden. They benefit from fresh air and exercise during regular outdoor play.

Outcomes for children are good

Children have a good awareness of keeping themselves safe. For example, children learn about road safety and stranger danger when out in the local area. Children confidently access their own resources, initiate their own play and help with appropriate tasks. They are capable communicators who confidently share their ideas and learn to be kind. Children are well prepared for the next stage in their learning and are progressing well.

Setting details

Unique reference number	EY404421
Local authority	Calderdale
Inspection number	850568
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	6
Number of children on roll	31
Name of registered person	
Date of previous inspection	14 July 2010
Telephone number	

The childminder was registered in 2010 and lives in Brighouse, Calderdale. She operates term time only, 6.30am until 9.30am, and 2.30pm until 6pm, except bank holidays. She operates a flexible working arrangement during school holidays. The childminder holds an appropriate qualification at level 3.

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