

# Childminder Report

**Inspection date**

7 June 2016

Previous inspection date

23 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are self-assured and happy. They develop strong, affectionate bonds with the childminder, who is kind and responsive to their needs. The childminder's very good practice helps to provide children with the emotional security required to explore and learn successfully.
- Planning, observations and assessments of children's learning are accurate and clearly identify the next steps in their learning. These make a positive contribution to children's overall progress.
- The childminder has developed good partnerships with other professionals and settings that children attend. She exchanges relevant information so that children are provided with continuity in care and education.
- Children are cared for in a clean and safe environment. The childminder successfully minimises potential risks and protects children by making sure she maintains her first-aid certificate.
- The childminder regularly reflects on her practice to help her to identify her strengths and areas for development. She undertakes continual professional development, in order to improve the care and learning opportunities provided for children in her care.

### It is not yet outstanding because:

- The childminder is not fully successful in gathering ongoing information from parents about their child's learning at home.
- The childminder, sometimes, does not give children enough time to think about and answer questions she asks them.

## What the setting needs to do to improve further

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

- build on the existing good partnerships with parents and obtain more information about children's learning at home
- enhance questioning skills that better promote children's thinking.

### Inspection activities

- The inspector observed the quality of teaching during activities outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector had a tour of the areas of the home used for childminding.
- The inspector looked at a range of documents, including evidence of the childminder's qualifications, Disclosure and Barring Service checks for the childminder and household members over 16-years-old. She also looked at a selection of policies and procedures, including the safeguarding policy, and children's learning records.
- The inspector talked to the childminder and the children throughout the inspection.

### Inspector

Jane O'Callaghan

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended child protection training. This supports her in knowing what procedures to follow, in order to protect and keep children safe from harm. She has good systems in place to check her practice is safe. She respects confidentiality and information is kept secure. Regular risk assessments are completed for the home and on outings. The childminder carefully monitors children's progress to identify any gaps in their development. The childminder links well with other providers as children move on to new settings. She completes transition forms for new settings to give them crucial information about children's current learning and developmental stages.

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

The childminder actively joins in children's play. Generally, through their play, she supports children to gain many of the skills they will need in later life. For example, as children decorate their crowns in readiness to celebrate the Queen's birthday, the childminder asks children the colours of the jewels. The childminder observes children to find out what they know, enjoy and can do. By doing this, she establishes children's starting points and plans experiences that interest and engage them. Children have great fun as they kick the ball to each other and choose what colour and size ball they want. This helps to develop their mathematical skills and to share and take turns. Children are eager to show how they can ride on the bicycle and use the pedals. The childminder observes children and produces accurate summaries of their progress. She clearly identifies children's next steps in their learning, which she shares with parents.

### Personal development, behaviour and welfare are good

Children are very secure and settled in the childminder's care. She is warm, affectionate and supports their personal, social and emotional development very well. The childminder is a very good role model for children. She manages behaviour positively and praises children for their efforts. She uses appropriate methods to encourage sharing, taking turns and valuing each other's ideas. Children learn about differences and communities outside of their own and develop an understanding of the wider world. The childminder provides children with a very good variety of activities and outings which helps to develop their confidence in different social situations. The childminder encourages children to wash their hands and discusses why cleaning their hands is important. This helps children learn about healthy lifestyles and good hygiene practices. Children develop positive attitudes towards others and to learning, helping them get ready for the move on to nursery or school.

### Outcomes for children are good

Children make good progress from their starting points. The childminder identifies and addresses any gaps in children's learning quickly. She carefully considers each child's interests and stages of development. Also, she plans challenging and engaging activities to meet children's individual needs. Children are interested and motivated and enjoy learning.

## Setting details

<b>Unique reference number</b>	EY264700
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	848471
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 November 2009
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Brighouse, West Yorkshire. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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