

# Childminder Report

**Inspection date**

16 June 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 and her assistant model wonderful relationships, helping younger children, to develop essential early social skills. They join in enthusiastically with activities. Their fun and motivating approach enhances children's enjoyment, concentration and positive approach to learning. Effective observation, assessment and planning help children to progress well.
- The childminder and her assistant effectively support early language skills. They enthusiastically talk to children during care routines and as they play. Babies and toddlers delight in finding a voice, as they babble and attempt to copy words and sounds. They excitedly join in with engaging singing activities and enjoy looking at favourite storybooks with adults.
- Children and babies have high levels of confidence and are clearly at ease and well settled. They thrive on the warm, nurturing and loving attachments developed with the childminder and her assistant. Children are provided with individually tailored care. This is informed by strong communication and partnership working with parents as they settle and ongoing.
- Children's early independence, safety and physical well-being is promoted well. Babies and toddlers are closely supervised as they actively explore, investigate and practise their developing mobility. Children have ample physical activities and their outdoor experiences are enhanced with interesting outings.

**It is not yet outstanding because:**

- The childminder does not make best use of the learning environment to provide the most able, younger children with a choice of resources that increase the challenge in their learning, when leading their own play.
- The childminder does not maximise children's opportunities to learn about difference.

## What the setting needs to do to improve further

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

- provide most-able younger children with greater levels of challenge, to support their independent play to the highest level
- extend children's opportunities to learn to appreciate and value the similarities and differences between themselves and others.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as, the childminder's self-evaluation, written feedback from parents, questionnaires, records of learning, planning and evidence of the suitability of those living on the premises.

### Inspector

Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are robust risk assessments and a good understanding of child protection issues. The childminder's new assistant has a secure understanding of her roles, responsibilities, policies and procedures. This is because of the good induction and subsequent monitoring of her practice. The childminder seeks ways to keep updated with changes and improve practice, including through relevant training. The views of parents and children are gained exceptionally well through questionnaires. These are very complimentary. Part of the childminder's future plans includes enhancing the garden with labelling and natural media and materials. She has also identified training for her assistant to enhance her already good interaction, now that she has settled into her role.

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

Children's progress, reflected in insightful records of learning that are seen regularly by parents, is closely monitored. Their next steps for learning are then identified in detailed, individual, monthly planning and shared with parents. There are plenty of accessible resources in the bright and welcoming playroom, but especially for babies and toddlers. Most-able younger children enjoy making marks. They use good language to ascribe meaning to these, telling the childminder about their seaside picture. The childminder uses homemade resources to introduce early mathematics. For instance, she introduces size through laminated pictures of small, medium and large pancakes. Babies and toddlers delight in moving their bodies to music and playing instruments. The childminder and her assistant model action songs and use props, such as puppets, to enhance the activity. The activity effectively fosters listening skills and children's ability to follow simple instructions.

### Personal development, behaviour and welfare are good

Well planned transitions to the setting and when moving to school and nursery, help to foster children's sense of security. Children receive good levels of attention, reassurance and support. Babies and toddlers delight in the adults exciting interaction during the singing activity. They giggle when assisted in jumping high and stamping their feet. Sensitive explanations and gentle persuasion successfully reinforce messages about sharing and turn taking. Children receive frequent praise and encouragement, which builds on their confidence and self-esteem. Achievements are also recognised with stickers and the star of the week photograph chart. The childminder and her assistant model and encourage good manners and how to speak kindly and respectfully. Mealtimes are very relaxed and sociable occasions, where independence is encouraged and reinforced during personal care routines.

### Outcomes for children are good

Children make good progress in their learning. They acquire important early skills and a secure foundation for moving on to nursery and then school, when the time comes. They are developing an early understanding of boundaries and behavioural expectations and are beginning to engage in simple cooperative play. Children are keen, enthusiastic learners who enjoy their time with the childminder and her assistant.

## Setting details

<b>Unique reference number</b>	EY436403
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	956964
<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 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in the Elland area of Halifax. The childminder works with an assistant. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

