

# Childminder Report

<b>Inspection date</b>	8 August 2016
Previous inspection date	2 July 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

- Children form close, caring relationships with the childminder. They seek comfort and reassurance, demonstrating that they feel safe and secure. The childminder builds children's social skills effectively. She teaches them to be kind, respectful and to understand the feelings of others.
- The childminder regularly observes children and uses these observations to track their progress and identify the next steps in their learning. This helps her to ensure all children make good progress.
- The childminder has established good partnerships with other settings and values the sharing of learning and development information. This helps her to make sure that children benefit from a shared approach to their learning.
- The childminder encourages and values feedback from parents. They state that they are happy with the care and learning opportunities their children receive.
- Children confidently explore the space available to them and make choices about where and what they play with. The childminder provides toys and resources that she knows interest children. This motivates them to learn and build on their skills during developmentally appropriate play.

### It is not yet outstanding because:

- The childminder does not always give children enough time to think and respond to questions before she asks another or provides the answer.
- The arrangements for evaluating practice and for professional development are not focused sharply enough on raising the good quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- give children the time they need to think through the questions they are asked and to respond in their own way
- use self-evaluation more effectively to identify where teaching can be improved further and use this information to focus professional development more sharply on raising the good standard of teaching to a higher level.

### Inspection activities

- The inspector observed activities taking place and children at play throughout the inspection and assessed the impact of teaching on their learning.
- The inspector took account of the views of parents provided in written feedback.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector looked at children's observation and assessment records and the register of attendance. She also checked evidence of the suitability of household members.
- The inspector spoke to children and the childminder during the inspection.

### Inspector

Catherine Mather

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and the procedure to follow should she have any concerns about a child's welfare. The childminder regularly monitors children's development, enabling her to swiftly identify and manage any gaps in their learning. The childminder strives to improve the quality of her practice. For example, since her last inspection, she has successfully improved the quality of her assessments by obtaining information from parents about children's existing skills and knowledge on entry. This helps the childminder to understand children's learning and development needs more precisely and to plan suitably challenging and enjoyable experiences for them. Parents comment very positively about the care and learning provided. They are well informed about their child's progress. They are supported to continue their child's learning at home.

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

The childminder provides children with a wide range of interesting activities to support all aspects of their learning. Children have access to a good range of toys and resources to enable them to make independent choices in their play. Children are keen to explore numbers, shapes and colours during activities. They take part in art and craft activities. They choose items to stick on the crowns they are making and proudly wear them during play. The childminder gets down to their level and children engage well when she plays with them. She models language well and uses discussions to build on children's communication and mathematical skills. For example, she asks children to find the numbers for the floor puzzle. She helps them connect the pieces together and sort them into different colours.

### Personal development, behaviour and welfare are good

Children form close, caring relationships with the childminder. They seek comfort and reassurance, demonstrating that they feel safe and secure in her care. Children's emotional and physical well-being are supported well by the childminder. Detailed information is gathered from parents to help the childminder build a clear picture of children's individual starting points. Children's good health is successfully promoted. They know about good hygiene, enjoy healthy food and snacks and take part in physical activities. Children benefit from outings which the childminder uses to help develop their social skills. The childminder takes them to places of interest, they go for walks and attend groups in the local community.

### Outcomes for children are good

All children make good progress from their starting points. Children develop their early literacy skills well. They enjoy looking at books and joining in with actions from familiar songs and nursery rhymes. Children develop early mathematical skills during their play. This is because the childminder takes every opportunity to practise counting, shape and colour recognition. The childminder teaches children the skills they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY436228
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1044175
<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>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 July 2014
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in the Agbrigg area of Wakefield. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2.

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