

Childminder Report

Inspection date

12 April 2016

Previous inspection date

23 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder provides a homely environment where children feel happy, settled and emotionally secure. She has a good understanding of how children learn through play. She provides an excellent range of toys and resources that supports all areas of children's development.
- The childminder has high expectations for children's behaviour. She calmly and consistently supports children to understand what is acceptable behaviour. She places emphasis on creating a positive atmosphere of praise for children's efforts, promoting their confidence and sense of self-esteem.
- Children have warm and affectionate relationships with the childminder. She is patient and caring, and clearly enjoys spending time with children. This helps to support their emotional well-being.
- The childminder establishes effective partnerships with parents. She gathers relevant information about what children can do when they start, and regularly assesses their progress. She establishes a two-way flow of information with parents which significantly contributes to the good progress children make.
- Children learn about healthy lifestyles through good care practices, which successfully promote their good health. Children enjoy plenty of opportunities to be physically active. They play in the garden, walk to and from school and visit local parks.

It is not yet outstanding because:

- The childminder does not fully give children time to respond to questions and use their language to explain their ideas and think critically.
- The childminder's evaluation of her practice does not fully plan for, or gauge the success of, improvements to the practice and provision in light of some recent changes to legislation.

What the setting needs to do to improve further

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

- promote children's language development and critical thinking even more effectively
- secure up-to-date knowledge relating to changes in legislation that affect childcare practice; use this when evaluating the provision to enhance the quality of teaching to the highest levels and to consistently provide excellent levels of challenge for children's learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector carried out an observation of a planned activity and discussed the outcome with the childminder.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector looked at the childminder's self-evaluation form and a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of her suitability and the suitability of all people living on the premises.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is alert to any issues or concerns about abuse or neglect of children in her care. She implements clear policies and procedures that help her to keep children safe. The well-qualified childminder keeps up to date with compulsory training, such as child protection and first aid. She successfully identifies and minimises potential hazards to children's safety, both in the home and when on outings. Clear systems are in place to monitor children's progress. This allows the childminder to see how children develop over time. She is able to identify and address any gaps in their learning in a timely manner. Parents indicate that they are very happy with the service provided by the childminder; they refer to her as, 'Friendly and helpful'.

Quality of teaching, learning and assessment is good

Children learn as they play and have fun. The childminder encourages children to lead their own learning. For example, make their own choices and introduce a storyline to their imaginative play. Children have good opportunities to explore and develop their creativity as they play imaginatively. They busily make dinner in the mud kitchen using pots and utensils. The childminder uses their play to develop their learning as they talk about going on a picnic and camping. Children experiment with size and measure as they explore what fits in different sized containers. The childminder helps to promote an acceptance of diversity and equality. For example, children learn and share aspects of their own backgrounds and they talk about different festivals and celebrations around the world.

Personal development, behaviour and welfare are good

Children are happy and settled in the warm and caring family environment. The childminder is a good role model through being happy, calm and kind towards children. She takes time to give each child individual attention, so that they feel special and valued. Consequently, the childminder effectively prepares children emotionally for their future learning. Children make choices as they decide what they want to play with. Resources and activities are easily accessible, and children confidently explore their surroundings to initiate their own learning. The childminder promotes children's awareness of personal safety and risks well. She offers timely safety reminders that effectively teach children to manage their own safety.

Outcomes for children are good

Children are working comfortably within the typical range of development for their age. The childminder effectively monitors children's progress. She ensures that children take part in a range of challenging activities, capturing their interests and ongoing learning. Any gaps in learning are quickly identified and addressed. This helps to improve outcomes for children. The childminder promotes children's independence and self-care skills well. Children's confidence is growing and they are eager to try things out for themselves, acquiring key skills to support their future education.

Setting details

Unique reference number	303508
Local authority	Calderdale
Inspection number	855050
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23 May 2011
Telephone number	

The childminder was registered in 1997 and lives in Greetland, Halifax. She works alongside her daughters, who are also registered childminders. The childminder operates all year round from 7am to 5pm, Monday to Friday, except for family holidays and bank holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

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