

Childminder Report

Inspection date

17 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 has a good understanding of how children learn through play. She gets down to children's level and effectively joins in with their play. All children are very interested and engaged in their surroundings and are making good progress in their learning and development.
- Children are happy and settled. Their personal, social and emotional development are promoted well. The childminder offers praise and encouragement to support children in making effective bonds and attachments with her and with other children.
- Children are active and enthusiastic learners, and enjoy exploring a range of exciting and challenging activities. For example, they explore sensory materials that the childminder has skilfully introduced into imaginative play situations.
- The childminder encourages children's knowledge of healthy eating habits well to help support their health and well-being.
- The childminder is consistent in promoting children's good behaviour. She is calm and regularly gives children choices to enable them to feel valued and respected.
- Children develop good communication skills. The childminder models language and introduces new words linked to children's interests. For example, she recalls a recent visit to the farm and reinforces words linked to vehicles and the animal names and noises they heard to support children's early speaking and listening skills.

It is not yet outstanding because:

- The childminder does not always gather precise information from parents about what their children know when and can do at home, when they first start.
- Self-evaluation is not rigorous enough to help the childminder to drive the quality of the provision to an even higher level.

What the setting needs to do to improve further

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

- strengthen ways to help parents share what their child knows and can do at home on entry into the setting
- use the information gained from self-evaluation to focus more precisely on developing a targeted programme of professional development so that effective measures are in place to constantly promote highly skilled practice and exceptional achievements for all children.

Inspection activities

- The inspector spoke to the childminder and engaged with the children at appropriate times during the inspection.
- The inspector observed the quality of the childminder's interactions with children.
- The inspector viewed the spaces, toys and equipment used for childminding purposes, indoors and outdoors.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector looked at a range of documentation, including self-evaluation, policies and the children's development records.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The childminder is professional and well organised. She implements her policies and procedures robustly to ensure the smooth running of the setting. Parents comment positively about the childminder's provision. The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and knows how to report her concerns about children's welfare. She has a strict policy for the use of mobile phones and cameras in the setting, and stores children's sensitive information safely. The childminder regularly checks her premises to ensure it is safe and secure for children. Robust checks are also made when she takes the children out and about. The childminder takes children out in the community, such as to toddler groups. This helps them to develop good social skills and get a broader range of experiences. Links with other early years settings and professionals that children also attend are established. This helps to support consistency in children's care and development.

Quality of teaching, learning and assessment is good

The childminder joins in with children's play, showing genuine interest and enthusiasm. She offers suggestions and ideas to encourage children's enjoyment and extend their learning. For example, she joins in with suggestions for how to fill the watering can before children become unduly frustrated. Children are confident to select or ask for the resources they need and to make choices about where they wish to play. The childminder urges children to have a go at activities. She praises their achievements, while encouraging them to view any mistakes or mishaps as positive learning experiences. This helps them to become confident and resilient learners. Children develop a keen interest in books. They enjoy listening to familiar stories and join in; recalling events, words and phrases. The childminder regularly assesses children's development, and uses this to identify where additional help may be needed. She puts in place measures to close any gaps in their learning.

Personal development, behaviour and welfare are good

The childminder guides younger children and promotes their independence as they are encouraged to have a go for themselves. Children have good quality opportunities in the fresh air to exercise their bodies. They practise ball skills and run around catching balloons. The childminder promotes healthy eating in the setting and offers children a healthy choice of fruit for snacks and meals. Children learn to develop good manners as the childminder consistently reminds them. Children learn about good personal hygiene, such as good handwashing techniques. The childminder encourages children and offers them praise for their achievements. Children proudly show off their creations as they develop their self-confidence.

Outcomes for children are good

Children make good progress. They develop the skills they need to support their ongoing learning and prepare them for the next stages in their learning. Younger children develop their small-muscle skills, for example, through a range of mark-making activities in preparation for early writing.

Setting details

Unique reference number	EY479765
Local authority	Calderdale
Inspection number	991015
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Halifax, West Yorkshire. She operates all year round from 8am to 6.30pm, all week, except bank holidays and family holidays.

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