

# Childminder Report

**Inspection date**

23 August 2016

Previous inspection date

12 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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**

- Babies and young children are happy and confident. They have clearly built secure attachments to adults, supported through individually tailored settling-in programmes. There is strong partnership working with parents and other professionals involved in children's lives.
- The strong drive for improvement and effective self-evaluation contribute to the good progress made since the last inspection.
- Children make good progress because of overall effective observation, assessment and planning. This also enables the childminder to promptly identify development concerns and secure early support for children.
- The childminder ensures a safe and secure environment and children's physical well-being is fostered well.
- The learning environment is particularly bright, welcoming and accessible for two-year-old children. The childminder plans well for their interests, resulting in their active engagement.
- Adults are good role models. They teach children to play alongside each other, help with simple tasks and use manners.

**It is not yet outstanding because:**

- The organisation of the learning environment and resources does not fully support babies' independent play and exploration.
- The childminder does not always fully support two-year-old children's developing independence and social skills at lunchtime.

## What the setting needs to do to improve further

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

- enhance babies' independent play and exploration
- provide greater opportunities for two-year-old children to develop independence and social skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 children's records of learning, the childminder's self-evaluation, written feedback from parents and evidence of the suitability of those living or working on the premises.

### Inspector

Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of child protection issues and there is robust recruitment and vetting of assistants. All adults understand how to report concerns where suspicions of child abuse or neglect arise. The childminder is currently completing a safeguarding audit to strengthen practice. The childminder's and assistants' qualifications have a positive impact, and the childminder continually monitors her assistants' practice. The childminder makes effective use of training to develop her childminding provision. For example, she has recently introduced video observations to help her further evaluate and improve teaching. The childminder works closely with her local authority to help review practice. Her constant self-reflection fully considers the views of her assistants and parents.

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

The childminder continually observes and assesses children's progress, using this information to inform next steps in learning. Parents view and add to insightful records of learning. Children delight in dough play where adults positively interact with them, modelling language and building on their learning. This helps children to maintain focus and supports their early communication. Babies proudly demonstrate new physical skills and delight in the praise they receive. They imitate actions, such as posting shapes, and explore the contents of the role play kitchen cupboard. Children's early literacy and mathematical skills are reinforced well. Interesting outings enhance children's learning.

### Personal development, behaviour and welfare are good

The childminder meets new babies' and children's individual needs through important information sharing with parents. Effective communication continues, for instance, through daily diaries. Babies' care routines are closely followed, helping them to develop emotional security. They play happily after their morning nap. Although sharing and taking turns are actively encouraged, more-popular resources, such as princess costumes, are duplicated. This minimises minor disputes amongst children still learning about boundaries and expectations. Songs make daily routines fun and children are encouraged to do things for themselves, such as wiping their noses. This reinforces healthy practices, as does the well-planned hearty home-made meals and ample fresh air and exercise.

### Outcomes for children are good

Children are progressing well, in relation to their starting points. Achievement gaps are narrowing. Good adaptations are made to support children who have special educational needs or disability. Overall, children are acquiring key skills and a secure foundation for moving on to nursery or school. They readily make choices about what they want to play with and are eager to join in, demonstrating enthusiasm for learning. Children are learning to play harmoniously, consider others' feelings and be kind. Their early understanding of difference is fostered well.

## Setting details

<b>Unique reference number</b>	EY485902
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1049093
<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 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 April 2016
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in Shelf, Halifax. She operates all year round, from 7.30am to 5.30pm Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3 and works with two assistants; both of whom are qualified to level 2 and 3. The childminder supports children who have special educational needs or disability.

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

