

Childminder Report

Inspection date

Previous inspection date

7 September 2016

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 provides a well organised and welcoming home environment for children. She makes thorough checks of her home each day to identify and remove any hazards to help provide a safe environment for children.
- Children are self-assured and happy. They develop strong, affectionate bonds with the childminder, who is kind and responsive to their needs. Her good practice helps to provide children with the emotional security required to explore and learn.
- The childminder uses observations and assessments successfully to, generally, inform planning for children's future learning. Children make good developmental progress and are motivated to learn and happy to join in the activities and play.
- Teaching is good. Children make swift progress in their communication and language development. The childminder offers support as children begin to progress from saying single words to forming simple sentences.
- The childminder has high expectations of behaviour and leads by example. She develops caring relationships with children, helping them to thrive.
- The childminder reviews her provision, in order to improve. For example, she seeks support from representatives of the local authority and keeps her early years knowledge up to date.

It is not yet outstanding because:

- The childminder does not collect fully accurate information from parents about what children know and can already do when they first start.
- The childminder misses opportunities to highly challenge children during planned activities to help them reach the highest level of achievement.

What the setting needs to do to improve further

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

- enhance information obtained from parents when children first start about what they already know and can do
- enhance the planning of activities and experiences that offer challenge for children and help them make even greater progress.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the childminder's interactions with children and spoke to her throughout 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 assessment records.
- The inspector looked at the childminder's self-evaluation. She also looked at 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 and working on the premises.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder successfully minimises potential risks in the home. She is aware of her responsibilities to protect children from abuse and neglect and the local procedures to follow if she is concerned about a child. The childminder ensures that children are continually supervised. She keeps her child protection and first-aid knowledge up to date. She has put into practice the knowledge gained from training courses. The childminder's procedures for self-evaluation take account of parents' and children's views of the provision. The partnerships with parents are, overall, strong and they comment positively about the provision and the childminder's caring manner.

Quality of teaching, learning and assessment is good

The childminder, generally, provides a broad and balanced range of experiences, focusing on what children need to learn next. She supports children's communication and language skills effectively. For example, they listen carefully to instructions about going outside to play. It is these skills that prepare children well for their future learning and school when the time comes. Young children demonstrate a strong impulse to explore. They have opportunities and space to stand and practise walking. Children show an interest in technology, such as toys with buttons and are musical. Children practise their good manipulative skills in a variety of ways while involved in different aspects of sensory play activities. For example, they concentrate well as they investigate cornflour and water using all of their senses. The childminder confidently interacts with the children and introduces simple mathematical concepts to their play. In addition, she introduces patterns and textures. She supports children to understand how materials can be changed, such as from a powder to a liquid.

Personal development, behaviour and welfare are good

Children respond very well to the childminder's praise, encouragement and reassurance. They have daily opportunities to play in the fresh air and develop their physical skills. The childminder provides children with a good selection of nutritious and balanced meals and snacks. She ensures they have access to drinking water at all times to remain hydrated. This helps to successfully promote children's awareness of healthy lifestyles. The childminder has established effective working relationships with local primary schools to support children with their future moves. Children gain an understanding of people's differences. For example, they learn about different cultures and engage in discussions about different festivals they celebrate.

Outcomes for children are good

Children make at least good progress from their starting points. They develop their early writing skills and make marks in paint, sand and shaving foam. Children enjoy reading books. They develop their vocabulary, rapidly learn new words and use them in their conversations. Children learn to be independent and attend to their own personal care needs. They safely move around the childminder's home, take off their socks and indicate when they are tired.

Setting details

Unique reference number	EY483861
Local authority	Calderdale
Inspection number	997834
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Greenland, Halifax. The childminder works alongside another registered childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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