

Childminder Report

Inspection date	11 October 2016
Previous inspection date	23 October 2013

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

- The childminder provides a welcoming play and learning environment in her home. Children who are new to the provision settle quickly. This is because the childminder and her assistants give time and attention to getting to know them well.
- The childminder makes regular observations of children's learning. She summarises children's progress accurately and completes the progress check for children aged between two and three years. The childminder identifies what children need to learn next and plans interesting activities that help to promote their good progress.
- The childminder communicates effectively with parents. She shares daily information that helps to ensure children's safety and well-being. Parents comment that they feel well informed about their children's learning and development.
- The childminder evaluates and continually improves her provision. Recent changes to the way she shares information with parents have improved the support she gives them in guiding their children's learning at home.
- The childminder and her assistants are well qualified. They demonstrate a strong commitment to continuously enhancing their professional knowledge and skills. As a result, teaching is good and steadily improving.

It is not yet outstanding because:

- The childminder has not consistently established fully effective partnerships with other settings that children attend.
- On occasion, the childminder does not ensure that the environment supports children's learning as well as possible. As a result, at times children are distracted from their activities by noise.

What the setting needs to do to improve further

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

- share precise information about children's progress and achievements with other settings that they attend, in order to establish a more collaborative approach to children's learning
- organise the indoor environment more effectively to reduce distractions and maintain children's interest in their learning.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. The inspector assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, including the evidence of the suitability of the childminder and her assistants to work with children.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The family team works well together. The childminder works hard to promote children's well-being and progress. She provides effective ongoing coaching and supervision for her assistants. The team discusses and reflects on the programme of activities. They closely observe children and modify activities to take account of children's interests and what children are ready to learn next. As a result, children are helped and challenged to make good progress in their learning. Partnerships with parents are effective. Parents feel that they can discuss any concerns with the childminder. They praise the childminder's provision and describe it as a home from home for their children. Arrangements for safeguarding are effective. The childminder has a secure knowledge of the most recent changes to safeguarding requirements. She and her assistants have undertaken training that helps them to identify if children are potentially at risk from extreme behaviour or views.

Quality of teaching, learning and assessment is good

Children participate eagerly in the purposeful adult-led activities. For example, they play a game that helps them learn to read numbers and to count with increasing accuracy. The assistant skilfully prompts children to think and answer questions. She sensitively models the correct pronunciation of words that children are learning to say. She carefully checks children's understanding while they have fun playing the game together. Children learn new words as they are involved in activities that are meaningful and enjoyable. Children initiate role play that demonstrates their developing knowledge of the world. For example, they busily make a complicated sandwich for the childminder. When she asks for it to be a hot sandwich children think hard before finding a pan to heat it up in.

Personal development, behaviour and welfare are good

The childminder and her assistants are calm and encouraging role models. They establish consistent boundaries for children's behaviour. Children learn to follow routines that help them to develop self control and they learn to respect other people. Children become independent in matters of personal hygiene. They know why it is important to wash their hands before they eat. Resources in the provision are plentiful. The childminder and her assistants demonstrate a good understanding of how children learn. They use the resources effectively in their teaching. Children have daily opportunities to be physically active in the fresh air. They learn rules that help to keep them safe. For example, when children go to the park they know that they must not approach dogs.

Outcomes for children are good

All children make good progress in their learning. They acquire the skills, knowledge and interest in learning that prepare them well to start school. Children recognise the letters that are at the beginning of their written name. They begin to match sounds and letters. Children can hold conversations and ask questions. Children count confidently and accurately. They know some of the purposes that numbers can be used for. Children can skilfully use a variety of tools, such as paintbrushes and glue spreaders to make pictures. They can use cutlery when they eat and can change into their school uniforms.

Setting details

Unique reference number	EY419051
Local authority	Wakefield
Inspection number	1043416
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	18
Number of children on roll	7
Name of registered person	
Date of previous inspection	23 October 2013
Telephone number	

The childminder was registered in 2010 and lives in Wakefield. She works with two assistants. The provision operates all year round from 6am to 8pm on Monday to Friday, and from 8am to 6pm on Saturday to Sunday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. One assistant holds a qualification at level 3 and one assistant holds a level 2 qualification. The childminder provides funded early education for three- and four-year-old-children.

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