

Childminder Report

Inspection date

17 October 2016

Previous inspection date

3 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 observes and assesses children's progress effectively and her teaching skills are good. She provides activities and resources that interest children and, overall, help them move forward in their learning well.
- The childminder creates a warm and welcoming environment. Relationships with parents are good. Children form strong bonds with the childminder. They settle in quickly and become confident learners.
- The childminder carries out regular risk assessments of her home that help her to ensure it is a safe environment for children to use. The home is kept secure to prevent any unauthorised persons entering or children leaving unnoticed.
- Children behave well and are happy and confident in their surroundings. The childminder praises children regularly, which helps to raise their self-esteem.
- The childminder asks parents share information about children's learning and development at home. This helps her to promote the continuity of their learning and development.

It is not yet outstanding because:

- The childminder's professional development plans are not yet targeted precisely enough to achieve and maintain an even higher quality of teaching.
- The childminder does not yet capture the views of all parents and children when identifying further priorities for improvement.
- The childminder provides few resources that help children increase their understanding of other cultures and diversity.

What the setting needs to do to improve further

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

- build on the already good practice and plan targeted professional development that helps ensure that teaching is of an even higher quality
- enhance consultation with all children and parents and use their opinions when evaluating practice and setting targets for future improvements
- provide more opportunities for children to increase their knowledge of other cultures and diversity.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's action plans and evidence of the suitability of adult members of the household.
- The inspector took account of the views of parents provided through written feedback.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is knowledgeable about the possible signs and symptoms of abuse or neglect. She has a good understanding of the procedures that she must implement to help safeguard children. The childminder has a range of detailed policies and procedures. She shares these with parents and carers, so that they are aware of her practice when caring for their children. Positive relationships with parents have been established. They are kept informed of children's learning experiences and progress through daily conversations. The childminder has links with other early years settings that children attend. This helps to support consistency in children's care and development.

Quality of teaching, learning and assessment is good

The well-qualified childminder uses her skills, knowledge and experience well. She interacts purposefully with children and responds well to young children's attempts to make conversation. This helps support them to develop their early communication skills. The childminder assesses children's abilities during play activities and carefully plans what they need to learn next. This helps them to make good progress. Partnerships with parents are good. The childminder uses information from parents well to assess children's starting points. She identifies any gaps in their learning at an early point and takes effective steps to address them. The childminder keeps parents well informed of children's progress and provides them with good information about ways in which they can continue this at home.

Personal development, behaviour and welfare are good

The childminder provides a welcoming, homely learning environment where children are very relaxed and happy. There are appropriate resources to support children's development. These are easily accessible to children, helping them to be independent and make their own decisions. Thorough settling-in procedures enable the childminder to get to know children well. This helps to effectively support them in their move from home and ensures that their individual needs are well met. The childminder makes good use of outings and visits to local play gyms to provide opportunities for children to mix socially with others. She supports children to learn about active and healthy lifestyles, supporting their welfare and well-being. They enjoy nutritious and healthy snacks and meals and play outdoors regularly.

Outcomes for children are good

Children make good progress in their learning. They build secure attachments and bonds with the childminder. This promotes their well-being and independence. Children's communication skills are developing quickly. For example, they are introduced to new animal names as they play. Children show fascination and remain engaged in activities for a significant period of time. For example, toddlers immerse themselves in sensory activities. Children's confidence and self-esteem are promoted well through the praise and encouragement they receive. Overall, children have good foundations for the next stage in their learning and, ultimately, their move on to nursery or school.

Setting details

Unique reference number	303498
Local authority	Calderdale
Inspection number	1059506
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	3 December 2012
Telephone number	

The childminder was registered in 1997 and lives in Halifax. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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