

# Childminder Report

**Inspection date**

17 November 2016

Previous inspection date

Not applicable

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

- Children demonstrate confidence and a strong sense of belonging in the childminder's home. They are happy and sociable. The childminder develops effective relationships with children. She is warm, nurturing and very responsive to their needs. This helps to support children's emotional well-being.
- Partnerships with parents are particularly well established. Parents describe their trust in the childminder. They are very complimentary about the warm, safe and supportive welcome both they and their children receive. Parents state that their children learn well and are happy at the setting.
- The childminder supports children in developing their communication skills very well. She provides a wide range of opportunities for children to develop their listening skills. The childminder skilfully introduces new words to help build young children's growing vocabulary.
- The childminder has developed highly effective relationships with local schools and other partners. From their nominations, she received an award for best partnership working with professionals. She collaborates very well with other settings to tailor children's learning and care to meet their individual needs.

**It is not yet outstanding because:**

- The childminder does not always gather enough information from parents about children's existing skills and knowledge when they first start to attend, in order to quickly establish their stage of learning and development.
- Children are not fully effectively supported to develop their understanding and respect about the differences between themselves and other people.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about what children know and can do when they first start to attend
- enrich opportunities for children to further develop their understanding and respect of the differences between themselves and other people.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and development.
- The inspector carried out an evaluation of teaching with the childminder following a planned activity.
- The inspector looked at children's records and a range of other documentation, including policies.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector discussed the childminder's self-evaluation. She took account of the views of parents spoken with during the inspection.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a strong understanding of how to keep children safe. A good range of policies and procedures underpins her effective practice. The childminder works closely with health visitors and parents to review children's development. She effectively monitors children's learning to help ensure they make progress and to identify areas where additional help is needed. The childminder is experienced and keeps up to date with childcare related issues. She attends training and reflects on her practice with other professionals. This helps to further improve outcomes for children. The childminder's self-evaluation is accurate and reflects the provision well. She values the views of children and parents in developing her setting.

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

The childminder observes and accurately assesses children's development. She uses this information to personalise children's care and learning. The childminder skilfully narrates what children are doing. She expertly uses open-ended questions and leaves space and time for young children to develop their thinking. For example, she encourages children to think about how many they will have if they add another one. Young children confidently use their understanding of the sequence of number to answer correctly. The childminder seizes a variety of opportunities to encourage children's listening and sound-discrimination skills. Young children identify when a sound is soft or loud. Children are motivated and excited to explore new activities that are provided. The childminder is very appreciative of young children's efforts. She successfully encourages them as they squeeze the tweezers using a strong grasp to collect the pompoms and open a variety of containers.

### Personal development, behaviour and welfare are good

Children thrive in this stimulating, well-organised and homely learning environment. Young children talk with confidence to visitors and include them in their pretend picnic. Children benefit from nutritious snacks and meals that the childminder provides. Children spend time outdoors each day and visit places of interest. They are encouraged to develop their self-care skills. Young children competently take off their shoes and put them away. This helps to promote children's independence. The childminder has high expectations of children and manages their behaviour very well. She sensitively encourages young children to take turns and to take care of their environment.

### Outcomes for children are good

Children are highly motivated and eager to learn. Young children concentrate very well and work comfortably within the range of development typical for their age. Children demonstrate their early mathematical knowledge. They count in sequence and follow directions when moving their bodies up and down, and round and round to the rhythms of the music. Children's physical well-being is strong. Young children are beginning to identify colours correctly. They demonstrate good hand control when manipulating and fitting together small objects. Young children confidently build tall towers and delight in knocking them down. Children are developing the skills, knowledge and attitudes they need to move on in their learning and eventually to school.

## Setting details

<b>Unique reference number</b>	EY481837
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1001536
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Halifax, West Yorkshire. She operates all year round from 8am to 6pm, Monday to Friday, except family holidays.

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