

Childminder Report

Inspection date

28 November 2016

Previous inspection date

23 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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 reviews her practice. She has successfully addressed previously identified weaknesses, raising children's care and learning to a good standard. The childminder is keen to continually improve and to access further training. She conducts independent research to ensure she keeps up to date with current guidance.
- The childminder finds out what skills children already have when they enter her care. Parents are involved in assessing their child's progress. The childminder uses this information to provide activities that are tailored to children's individual learning needs. She shares her plans for children's future learning with parents so that they can continue learning at home.
- Children enjoy experimenting with a range of objects. For example, they develop hand-to-eye coordination as they thread pasta tubes onto cooked spaghetti. They explore movements as they use long shoelaces with beads attached to make circles and create a pendulum effect.
- Children enjoy activities that support their understanding of their community and the wider world. They choose items when shopping and the childminder shows them how to pay for them. The childminder helps them to understand some of the similarities and differences in their friends and family.

It is not yet outstanding because:

- The childminder does not provide enough opportunities for children to develop their imaginative play.
- On occasions, the childminder does not listen perceptively to children during activities. As a result, she does not consistently help them recall previous learning and make connections between their learning experiences.

What the setting needs to do to improve further

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

- consider how resources can be used more effectively to enhance children's role play
- help children to make links between their different learning experiences.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents from the childminder's review of her practice.
- The inspector looked at children's records, discussed planning and looked at a range of documentation, including policies and procedures.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified childminder completes regular observations and assessments of children's development and shares them with parents in order to identify any gaps in children's learning. She uses the information to shape learning experiences for each child so that activities target their individual learning needs. Safeguarding is effective. The childminder has a good understanding of child protection issues and her responsibility to keep children safe. The childminder reflects on her practice and seeks the views of parents and children. She links with other childminders to share good practice and seeks advice from the local authority.

Quality of teaching, learning and assessment is good

The good range of resources reflects children's interests and they readily make choices about their play. They develop their understanding of simple technology as they use switches and dials to operate mechanical toys. Children's communication and language skills are promoted well. They listen to different sounds. The childminder helps them to build sentences. She uses repetition to support their pronunciation of words. Children attend trips which help to extend their learning. For example, they enjoy exploring how the seasons change during trips to the park. They collect leaves which they use for printing patterns. Children enjoy making up stories as they play with small-world toys. The childminder talks to them about people who are there to help them, such as firefighters and doctors. Children's understanding of early mathematics is developing successfully. They learn about quantity and measure as they fill and empty a range of vessels with different materials.

Personal development, behaviour and welfare are good

Children have good relationships with the childminder and her family. They are happy and self-assured as they play. The childminder promotes their confidence and self-esteem through praise, using comments, such as good try and well done. Parents comment that the childminder is caring and supportive. The move into the setting and on to school is planned well to help maintain children's emotional well-being. Children attend playgroups where they interact with a wider social group and begin to build friendships. The childminder helps them to understand why they need good hygiene routines. She promotes their knowledge of how a healthy, balanced diet and exercise contribute to their overall well-being.

Outcomes for children are good

All children are making good progress in all areas of learning, given their individual starting points. They develop an early interest in literacy. They go to the library where they listen to stories and choose books that interest them. Children's developing independence is promoted. They learn to use good manners, be kind to others and play cooperatively. They listen to each other's views. Simple rules help children to understand right and wrong. They learn to manage their own behaviour and understand the impact their actions have on others. This wide range of skills contributes to children being well prepared for their future learning, including school.

Setting details

Unique reference number	EY250892
Local authority	Kirklees
Inspection number	1050643
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	23 February 2015
Telephone number	

The childminder registered in 2003 and lives in Huddersfield. She operates all year round from 9am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 3.

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