

# Childminder Report

**Inspection date**

18 January 2017

Previous inspection date

10 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 quality of teaching is good. The experienced childminder has a good knowledge of how children learn and develop. She uses her qualification well to plan activities and experiences that interest and promote children's next steps in learning.
- Excellent relationships with parents help to enhance children's learning and well-being, both in the childminder's care and at home. Parents are highly complimentary about all aspects of their children's care and learning.
- The childminder effectively helps young children manage their own feelings and behaviour. She creates a culture where children are confident to ask for help, listen to the thoughts and ideas of others and learn to distinguish right from wrong.
- The childminder has formed highly successful relationships with other settings children attend. They regularly exchange information about the progress children make. This ensures children's learning is complemented in both settings and timely interventions are put in place where needed.

### It is not yet outstanding because:

- The childminder does not consider the different ways in which children like to learn as fully as possible when planning activities so that children are highly engaged.
- The childminder does not provide enough opportunities for younger children to use all their senses to help them explore and investigate.
- Occasionally, the childminder does not give the children enough opportunities to make predictions and to think about and solve problems in their own way.

## What the setting needs to do to improve further

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

- focus more precisely on the different ways in which children like to learn to increase the potential for each child to achieve at the highest possible level
- provide more opportunities for younger children to learn to use all their senses to explore and investigate different media and materials
- build on children's ability to make predictions and solve problems for themselves to increase the potential for each child to achieve at the highest possible level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and her co-childminder and she interacted with the children at appropriate times throughout the inspection.
- The inspector discussed the assessments of the children's progress and the planning with childminder.
- The inspector checked evidence of the suitability of the childminder, household members and her assistants. She discussed the childminder's policies and procedures and plans for improvement.
- The inspector took account of the views of parents spoken to during the inspection and of those expressed through their written testimonials and evaluation forms.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder and her co-childminder work very well together to ensure the care and learning needs of all children are well met. The childminder implements a range of policies and procedures effectively. She actively seeks the views of parents and children to help her evaluate and maintain a high standard of provision. This helps children to feel safe and secure. Safeguarding is effective. The childminder has a secure knowledge of child protection issues and knows the procedures to follow should she have any concerns about a child's welfare. The childminder ensures both her assistants are kept fully up to date in their knowledge of how to help safeguard children. She supervises them well to maintain good levels of teaching. The childminder has detailed knowledge of the types of support other childcare professionals and agencies can provide.

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

The childminder has high expectations for all children based on accurate assessment of their skills and abilities when they first join her setting. She monitors the progress they make and identifies any gaps in their learning. This helps her to plan activities that improve their learning and gaps are quickly closed. Children demonstrate good communication and speaking skills for their age. They enjoy taking part in role play games with their friends, such as buying food from the supermarket. Children listen well to what adults and their friends have to say. They quickly learn and repeat the new words they hear. The childminder praises them effectively affirming what they have said is correct. Children enthusiastically help the childminder. They carry small plates of food from the kitchen to the table, showing good control and coordination skills.

### Personal development, behaviour and welfare are good

Children settle quickly into the warm and nurturing family environment. They freely choose what they want to play with from the wide range of resources available. Older children's imaginative skills are promoted exceptionally well. For example, the childminder provided them with the opportunity to create and develop their own nativity play. The children expressed their thoughts and feelings as they worked together to produce their own music and dance routines. They then performed their play in front of all the minded children's parents. Parents truly appreciate the above and beyond approach the childminder takes and highly value the additional help and support she gives them. Children know they must not run indoors as they may slip and hurt themselves. This shows they are developing an understanding of how to keep themselves and others safe.

### Outcomes for children are good

Children progress well from their starting points. They develop the skills required for the next stages in their learning, such as starting school. Young children show good levels of concentration as they determinedly work out how to fit all the alphabet blocks back into the wooden tray. Older children confidently announce their building block creation looks like a triangle, showing a good understanding of mathematical shapes. All children love to look at books independently and listen to stories. They enthusiastically look at the illustrations and make suggestions about how the story may end.

## Setting details

<b>Unique reference number</b>	311035
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1063993
<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>	1 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 September 2013
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in Liversedge, West Yorkshire. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with co-childminder and two assistants.

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