

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 25 January 2017 |
| Previous inspection date | 8 June 2016     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | 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 has met the actions raised at her last inspection. She accurately evaluates her practice. She identifies strengths and areas for improvement and uses her findings to plan for future development. The childminder accesses further training to continually develop her skills and improve the care and learning for children.
- The childminder finds out about children's stage of development when they enter her care. Parents are involved in assessing their child's progress. The childminder encourages them to share information about what their children are learning at home. She shares information with the other settings that children attend.
- The childminder supports children to develop early literacy skills. They use pictures to tell favourite stories in their own words. They begin to recognise and form letters that are familiar to them, such as those from their name.
- Children enjoy small-world play based on their interests. The childminder provides commentary and helps children to develop narratives. She uses skilful questioning to help children make connections to their own first-hand experiences and things they have observed.
- Through stories, play and everyday routines, children learn why good hygiene is important. They talk about how the alligator in their story brushes his teeth and washes the same as they do at home.

### It is not yet outstanding because:

- The childminder does not fully support children to explore and experiment with a wide range of materials and media.
- On occasions, the childminder overlooks opportunities to extend children's understanding of feelings.

## What the setting needs to do to improve further

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

- provide children with opportunities to explore a wider range of media and materials
- support children to further extend their understanding of feelings.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has taken effective action since her last inspection to raise the standard of the provision and improve care and learning for children. Safeguarding is effective. The childminder has a good understanding of child protection issues. She ensures policies and procedures are implemented effectively to keep children safe. The childminder is keen to further improve her practice. She attends training and conducts independent research to keep up to date with current guidance. She has developed an effective system for monitoring children's progress and shares information with parents so that they can continue children's learning at home. The childminder continues to review her practice and the impact of changes, in order to enhance outcomes for children.

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

The childminder accurately monitors children's progress. She identifies children's strengths and where there are gaps in their learning. She uses this information to plan a wide variety of challenging activities that supports children to continually build on their skills in most areas. Children use stencils, which is just one way that the childminder helps them develop early writing skills. They draw lines to make spaces on a car park they have made. The childminder encourages children to try and explains that it does not matter if things do not work first time. This supports their confidence and helps them to persevere with tasks. The childminder promotes children's understanding that information can be found in a variety of different ways. For example, they use books for reference. The childminder encourages their communication skills. She breaks words down into syllables so the sounds are clear. The childminder introduces new words to extend children's vocabulary, such as stegosaurus and diplodocus. She listens to children and gives them time to share their ideas and explain what they are doing.

### Personal development, behaviour and welfare are good

Parents comment that the childminder provides a safe environment. She encourages good behaviour and promotes good manners. The move into the setting and on to school is planned well to maintain children's emotional well-being. Children enjoy outdoor play and are provided with a healthy diet. A wide range of easily accessible resources means children can make choices about their play. They learn to dress themselves and the childminder encourages them to think about what clothes they need for the weather. This helps to promote their independence.

### Outcomes for children are good

Children are progressing well in all areas of learning, given their individual starting points. They begin to understand shape and size. They discuss that some dinosaurs are huge and have long tails or big wings. Children learn that they live in a diverse community. They attend events, such as play days, where they make friends with a wide range of children. Children share what they know about other countries. They talk about things they might see and how they might travel there. They explore similarities and differences. This wide range of skills helps to prepare children for their future learning in school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY259941  |
| <b>Local authority</b>             | Wakefield   |
| <b>Inspection number</b>           | 1058211   |
| <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 - 14  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 5   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 8 June 2016   |
| <b>Telephone number</b>            |   |

The childminder was registered in 2003 and lives in the Middlestown area of Wakefield. She operates all year round from 7am to 4pm, Monday to Friday, except for bank holidays and family holidays.

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