

Childminder Report

Inspection date

10 February 2017

Previous inspection date

18 April 2016

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 has successfully met the action and recommendations raised for improvement at the last inspection. For example, she has developed systems to exchange information with other settings that children attend. This ensures a greater shared and consistent approach to children's learning.
- Teaching is good. The childminder provides a range of exciting and stimulating activities. Children play happily in a homely environment and are confident to make choices and decisions. This helps to motivate children to become keen learners who make good progress.
- Children settle in the childminder's home quickly and develop strong attachments with her. The childminder displays a calm and caring approach. She knows the children well. Children show that they feel safe and secure and demonstrate their affection. Children's emotional well-being is strong.
- The childminder is very well organised. She effectively implements a comprehensive range of policies and procedures to underpin her good practice.

It is not yet outstanding because:

- The childminder shares information about children's progress effectively with parents. However, she is less successful in encouraging them to share details of children's interests and learning from home.
- The childminder's professional development plans are not yet targeted precisely enough to achieve and maintain an even higher quality of teaching.

What the setting needs to do to improve further

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

- gain more detailed information from parents about their children's learning and development at home, in order to support children to make the best possible progress
- build on the already good practice and plan targeted professional development to help ensure that teaching is of an even higher quality.

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 self-evaluation form 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 has a good understanding of the possible signs of abuse and neglect. She keeps her safeguarding knowledge current and receives regular updates from the local authority. The childminder knows whom to contact should she have any concerns about a child's welfare. Risk assessments and daily checks of the home and when on outings are thorough. The childminder reflects upon her practice. She takes the views of parents into account when evaluating her provision. The childminder's regular monitoring of children's progress means that she is able to quickly identify and address any gaps in their learning.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of the age group she is working with. She uses accurate observations and assessment to plan for their ongoing learning. The childminder gives high priority to supporting children's speech and language development. She engages children skilfully, modelling conversation and introducing new words, such as sweetcorn and pepper. She responds positively to children and repeats words back, so that they hear the correct pronunciation. Children's small-muscle movements and coordination skills are supported well. For example, they enthusiastically engage in squeezing and pummelling the play dough. Children engage in imaginative play based on first-hand experiences. They play with role play resources and confidently pretend to feed the baby. The childminder skilfully plays alongside them to extend and enhance their learning. The childminder supports children to learn about festivals celebrated by others and different foods from around the world. This helps children to develop an awareness and respect for people and cultures that are different to their own.

Personal development, behaviour and welfare are good

Thorough settling-in procedures enable the childminder to get to know the children well. This helps to effectively support them in their move from home and ensures that their individual needs are well met. Children have access to a wide range of age-appropriate toys and resources which they can access independently. Children behave well and are happy and confident in their surroundings. The childminder praises children regularly. This helps to raise their self-esteem. Children have daily opportunities for fresh air and exercise, either in the childminder's garden or on outings locally. They enjoy nutritious and healthy snacks and meals, and many of the vegetables used are home grown. This helps to promote their good health and supports their physical well-being. Children socialise with other children at playgroups, which helps to prepare them for school.

Outcomes for children are good

Children are prepared well for moving on to school, when the time comes. They are enthusiastic learners, who demonstrate a willingness to try new things. For example, children enjoy feeling the texture of the ice paint and experiment making marks. Children learn key skills in literacy. They become engrossed during singing activities and story times. Children learn to share, wait to take their turn and use good manners. All children are making good progress from their starting points.

Setting details

Unique reference number	303648
Local authority	Calderdale
Inspection number	1058104
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	18 April 2016
Telephone number	

The childminder was registered in 1996 and lives in Halifax, West Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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