

Childminder Report

Inspection date

4 January 2018

Previous inspection date

2 September 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 childminder ensures children enjoy uninterrupted time to play and explore. Children display good levels of concentration and persist in their self-chosen tasks. The childminder gives praise to help children understand what they have achieved.
- The childminder effectively supports children's communication and language development. She skilfully extends what children say, uses descriptive language to extend young children's growing vocabulary and focuses babies' listening and attention skills very well. Children talk clearly using well-constructed sentences.
- Children thrive in the childminder's care and develop a strong sense of belonging. Her sensitive interactions and responsive care helps children to settle quickly and develop strong emotional attachments with the childminder. Children's behaviour is very good.
- Partnerships with schools and early years settings that children attend are well established. The childminder exchanges a range of information to help foster a shared and consistent approach to children's learning and development.
- Parents are very complimentary about the quality of care their children receive.

It is not yet outstanding because:

- The childminder does not effectively target professional development to raise the quality of teaching even further and support children to achieve to the highest level.
- The childminder does not consistently provide opportunities for children to learn about communities beyond their immediate experience and develop their awareness of 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:

- identify precise targets for professional development opportunities to help raise the quality of teaching even further and support children to achieve to the highest level of their abilities
- extend opportunities for children to learn about communities beyond their immediate experience and further develop their awareness of 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.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector checked relevant documentation, including suitability checks, policies and procedures and children's learning records.
- The inspector completed a joint evaluation of a planned activity with the childminder.
- The inspector discussed the childminder's self-evaluation and took account of parents' views through written comments provided for the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to keep children safe from harm and ensures that all individuals in her household are suitable. She has developed robust policies and procedures to follow should she have any child protection concerns. The childminder often works with an assistant. She meets regularly with him to discuss practice and help ensure he understands his role in supporting children's learning. The childminder gathers information from parents about what their children can already do when they first start to attend. She monitors children's learning regularly and continues to keep parents informed about their ongoing progress. The childminder accurately evaluates her setting and values the contributions from parents to help her identify strengths and areas for further development. For example, the childminder replaced her online assessments of children's learning with a paper based recording system following feedback.

Quality of teaching, learning and assessment is good

The childminder closely observes children as they play and makes accurate assessments of their development. She uses this information to plan a range of activities around their individual learning needs and interests. Young children show high levels of motivation and persistence as they thread large buttons on laces. Babies enjoy exploring filling bowls with the large buttons and show delight as they empty them out. The childminder supports children's mathematical understanding well. For example, she encourages children to count, name shapes and make comparisons between the different heights of towers they build. Children accurately identify which is tallest and shortest. Young children play imaginatively and show very good skills as they fasten the dolls clothes. The childminder supports children's literacy skills well. For example, she sings songs and skilfully introduces different words that begin with the same letter of the alphabet.

Personal development, behaviour and welfare are good

The childminder provides a calm presence and a homely environment to help children feel safe and secure. She constantly encourages children to manage their own personal hygiene. Young children independently wash and dry their hands. They talk confidently about 'getting them clean'. The childminder promotes children's independence well. For example, she encourages them to peel their own oranges. Babies show good coordination and control of their body. They enthusiastically climb and delight in jumping. Children enjoy daily outings to the local park and walks to the nearby river to see the ducks. The childminder effectively supports children's health and physical development.

Outcomes for children are good

Children are making good progress in their learning. Young children show good memory recall skills as they talk about the things they have at home. They enjoy drawing and recognise their own name card. Children are sociable. They explore cause and effect and are gaining an understanding of how to use technology. Children are developing the skills they need for the future, including when the time comes, the move on to school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY384362 |
| Local authority | Kirklees |
| Inspection number | 1065288 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 10 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Name of registered person | |
| Date of previous inspection | 2 September 2013 |
| Telephone number | |

The childminder registered in 2008 and lives in the Waterloo area of Huddersfield. She operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant.

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