

# Childminder Report

**Inspection date**

8 February 2018

Previous inspection date

9 August 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder works extremely closely with families to ensure children settle well. She collects detailed information about children's preferences, health needs and routines that she uses rigorously to ensure that children are comfortable and experience the highest level of consistency in their care.
- Partnerships with parents are first class. The childminder and her assistant have established excellent relationships with parents. Parents receive detailed information about their child's day and routine. Parents comment that they have the highest regard for the childminder and they go to work confident in the care their children receive.
- The childminder undertakes regular observations and accurate assessments of children's learning to help her carefully plan what the children need to learn next. She supports children's learning well and they make good progress.
- The childminder promotes children's communication and language well. She responds to their vocalisations and repeats words for them to hear. They continually practise words and sounds in their play.

### It is not yet outstanding because:

- The childminder does not consistently share information about children's learning and development with providers at other early years settings that children attend.
- The childminder has not yet established a highly focused programme of professional development for her assistant to drive forward future improvements to raise the quality of the provision to outstanding.

## What the setting needs to do to improve further

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

- strengthen arrangements for sharing information with providers at other early years settings that children attend to enhance the consistency of approach to children's care and learning experiences
- focus more precisely on developing a targeted programme of performance management, particularly to identify staff training to sustain and consistently improve the quality of the provision.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and the impact on children's progress and development. She spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder and discussed the impact of the teaching on children's progress.
- The inspector looked at records and documentation, including evidence of the suitability of adults living and working within the home.
- The inspector took account of parents' views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder demonstrates a clear knowledge and understanding of safeguarding and wider child protection issues. She has completed safeguarding training and has procedures that enable her to monitor and report any welfare concerns to the relevant child protection agency without delay. The childminder has made sure that her assistant understands this process. The childminder regularly reflects on her practice to help identify her strengths and areas for development. She carefully monitors children's progress to identify any gaps in their learning or development. The childminder refers to other professionals where necessary, for additional support and advice.

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

The childminder and her assistant naturally get involved with children's play. They use plenty of praise and encouragement, which help children to join in and enjoy their play. They encourage children's enjoyment of books. Children access a range of books which the childminder reads to them and they join in with familiar parts of the story. The childminder acknowledges babies' early attempts to communicate as she immediately responds to their babbles and gestures. For example, when children point to animals in books, the childminder names the animals and makes the appropriate noise. This helps children to make associations. She uses plenty of eye contact, verbal and facial expression, and provides good commentary as she interacts in their play.

### Personal development, behaviour and welfare are outstanding

The childminder listens attentively to children. She is a positive role model and responds warmly in her interactions with them. Children are confident to express how they feel. The childminder's reassuring conversation helps children learn what is happening and prepares them well for changes in routines. Children show they feel secure in her care. The childminder has a good understanding of how to develop children's understanding of staying healthy. Children who have special educational needs (SEN) and/or disabilities, are extremely well supported. The childminder has developed a vast understanding of how to meet their individual health and welfare needs to the highest standard. Children have good opportunities to have regular access to outdoors, which the childminder ensures is well resourced and appealing. Children also attend various groups to support social interaction.

### Outcomes for children are good

Children are confident and motivated to explore and try things for themselves. They are sociable and display good behaviour. All children including those in receipt of funding and children who have SEN and/or disabilities make good progress. The childminder effectively supports children to develop many of the skills they need for the next stage in their learning. Children are well prepared for their future learning and for the move on to school.

## Setting details

<b>Unique reference number</b>	EY449034
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1066017
<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 - 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 August 2013
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Ossett, West Yorkshire. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with an assistant.

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