

# Childminder Report

**Inspection date**

7 February 2018

Previous inspection date

27 February 2014

<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 childminder assesses children's progress accurately and monitors any emerging gaps effectively. She uses her good knowledge of children's next steps in learning and their interests to plan enticing activities that help children to make good progress.
- Children behave well for their ages. The childminder and her assistant are positive role models who lead by example and show the children the benefits of being polite, kind and considerate.
- The childminder evaluates her practice on a regular basis. She gathers the views of parents and children to incorporate their ideas into her plans for improvement.
- Children form strong bonds with the childminder and her assistant. They confidently seek her for reassurance and cuddles when unsure of new situations, and when they are tired and ready for sleep.
- Children's language and communication skills are supported well through the childminder's positive interactions with them. She talks to them about what they are doing during activities. She repeats words to reinforce children's speech and their understanding of pronunciation.

**It is not yet outstanding because:**

- Although the childminder informs parents about children's learning, she does not effectively encourage them to share information about children's learning at home, to support her more fully in planning complementary learning experiences.
- The planning for the outdoor environment does not fully reflect the high-quality teaching, activities and experiences that are offered indoors.

## What the setting needs to do to improve further

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

- gain more information from parents about their children's learning at home to influence the planning of activities more fully
- enhance planning to ensure that the high-quality teaching, activities and experiences provided indoors are fully complemented outside, to support children who prefer to learn outdoors to make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector conducted a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents expressed in written form during the inspection.
- The inspector looked at children's development files, planning and policies and procedures.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to safeguard children and knows how to share any concerns about their welfare to help keep children safe. She checks the areas that children use to make sure they remain safe and suitable. The childminder practises emergency evacuation procedures with children to help them become familiar with routines that keep them safe. She ensures her assistant understands his responsibility to promote children's welfare and she monitors this aspect of his role. The childminder strengthens her knowledge and understanding through attending further training opportunities. She also shares ideas for good practice with other childminders. Good links with other providers enable the childminder to share information effectively and complement the care and learning that children receive elsewhere. Parents speak highly of the good care that the childminder provides. For example, they say that she provides a home-from-home environment for their children.

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

The childminder supports children's developing literacy skills well. For instance, children learn to enjoy books and handle them correctly. Children repeat back simple words and phrases modelled by the childminder. The childminder is a positive role model. Babies and younger children learn to move, handle objects and develop their listening skills. Children enjoy a variety of activities. They engage in singing rhymes and songs with the childminder. Children are keen and enthusiastic learners. For example, they enjoy working together to complete puzzles and the childminder uses this opportunity to extend their mathematical development. Children receive praise and encouragement for their efforts. They benefit from the periods of time they are given to play with and explore the activities available. This supports their developing concentration skills.

### Personal development, behaviour and welfare are good

Children develop strong relationships with the childminder. They are happy and well settled. Children enjoy learning about their local community and the natural world. They have ample opportunities to mix with other children and adults, for instance, during weekly visits to playgroups and the library. Children embrace new situations with confidence. The childminder helps children to learn about healthy lifestyles. Meals and snacks are nutritious and children know about good hygiene routines, such as washing their hands. Children enjoy plenty of fresh air and exercise.

### Outcomes for children are good

Children develop a broad range of useful skills in preparation for the next steps in their learning. They learn to make their needs known and to make choices about what they would like to do. They learn to count and understand the meaning of positional language. For example, they count and sort toy farm animals and talk about their positions inside the farmhouse or on top of the fence. Children use their imaginations well in role play and develop good social skills.

## Setting details

<b>Unique reference number</b>	321862
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1087118
<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>	0 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 February 2014
<b>Telephone number</b>	

The childminder registered in 1994. She lives in the south side of Pontefract. The childminder operates all year round Monday to Friday, from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder very occasionally works with an assistant.

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