

# Childminder Report

**Inspection date**

29 March 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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**

- Children enjoy their time in the setting. The childminder knows children very well and responds quickly to their individual needs. This supports their emotional well-being and helps them form strong attachments.
- The childminder provides an engaging learning environment. Children comment that they particularly enjoy the well-resourced outdoor area.
- The childminder and her assistant set clear boundaries for children and praise them for their efforts. This supports children's excellent behaviour.
- The childminder places a high priority on children's safety. She completes regular risk assessments and teaches children how to identify hazards, such as wet surfaces in the environment.
- The childminder is ambitious and keen to provide the highest level of care and education for children. She is committed to improving her already good teaching practice.
- The childminder evaluates the quality of her provision and takes account of the views of children and parents. She accurately identifies priorities for improvement.

**It is not yet outstanding because:**

- Occasionally, activities to develop children's literacy skills do not provide a high enough level of challenge for those who exceed typical levels of development.
- The childminder does not make the most of partnerships with schools to share information about children's learning.

## What the setting needs to do to improve further

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

- differentiate literacy activities that help provide more challenge for those who are exceeding typical levels of development
- enhance partnerships with schools and share information about children's learning.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector spoke to children and took account of the written testimonies from parents.
- The inspector held discussions with the childminder and her assistant at suitable times during the inspection.

### Inspector

Angela Syson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant complete regular updates in training and are very knowledgeable about the signs and symptoms of abuse. The childminder has a secure understanding of the procedures to follow to report a concern about a child. The childminder is committed to professional development and undertakes regular training, such as how to deliver early education in the outdoor environment. This has a positive impact on children's learning. She supervises her assistant and accurately identifies ways to help her improve her already good teaching practice. The childminder has developed links with the community. She attends playgroups at her local children's centre and makes the most of the displayed information to keep updated of change.

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

The childminder plans a range of activities for children that are closely matched to their interests and fascinations. For example, they make bird feeders to support their interest in birds in the garden. Children thread cereal on to string and the childminder makes the most of the opportunity to help develop children's understanding of mathematics. She counts with children and introduces concepts, such as more than and less than. They talk about the shape of the cereal and whether the hoops have enough space to thread the string through. The childminder successfully extends children's language. She engages in meaningful conversations and introduces new vocabulary. For example, while making pretend binoculars, children say that their grandparents have a real pair and they talk about how real binoculars magnify birds and make them seem closer. The childminder keeps a close check on children's progress. Any gaps in learning are quickly closed.

### Personal development, behaviour and welfare are good

Parents comment positively about the high-quality of care provided. The childminder gathers information about the individual needs of children and their families. This helps children settle quickly. The childminder and her assistant are good role models by showing respect and kindness towards each other. They positively promote diversity, for example, by talking with children about their holidays and thinking about the similarities and differences in cultures. Children develop healthy lifestyles. The childminder offers a choice of healthy fillings for sandwiches at lunchtimes and provides healthy snacks during the day. The childminder provides daily opportunities to help children develop their physical skills by visiting play gyms and exploring different ways of moving on the apparatus.

### Outcomes for children are good

Children are confident and enthusiastic learners. They are very creative and enjoy making up storylines. They independently choose from a variety of resources and develop their stories into role play. Children invite others into their play. They consider each other's feelings and take turns. Children enjoy taking part in community events and making friends beyond the setting. The skills and attributes that children gain prepare them well for their next stage in learning and the move on to school.

## Setting details

<b>Unique reference number</b>	EY494210
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1029507
<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 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She works with another registered childminder who is also her assistant. She works from her co-childminder's premises in the Boothtown area of Halifax. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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