

# Childminder Report

**Inspection date**

8 May 2018

Previous inspection date

4 August 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 is continually improving her practice and developing new ideas to enhance her provision. She has identified new assessment systems she would like to use and further training she is interested in, to extend her already good knowledge of child development.
- The childminder supports children during their play and plans for their interests. She provides children with exciting learning opportunities. For example, following on from a visit to the doctor's surgery children re-enact what they have seen and use bandages on dolls to make them 'better'. This helps to provide continuity and extend children's learning.
- Children are well settled in the childminder's care. She has formed sensitive relationships with children and their families which has created emotional security. The children are happy to talk to the childminder about their feelings.
- All children make good progress from the starting points. They enjoy practising early mark-making skills and developing mathematical awareness in play. They are becoming ready for the eventual move to school.

### It is not yet outstanding because:

- Although the childminder engages well with children during play, sometimes opportunities are missed to extend their skills even further.
- The childminder does not consistently gather information from parents about their children's learning experiences from home.

## What the setting needs to do to improve further

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

- swiftly identify opportunities in children's learning to challenge them even further
- enhance opportunities for parents to share information about what children are learning at home.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through written feedback provided.
- The inspector held a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at suitable times during the inspection. She looked at relevant documents, such as evidence of the suitability checks carried out on people living and working on the premises.

### Inspector

Rachel Waterhouse

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder provides a safe and accessible environment for children and uses rigorous risk assessments to ensure any potential hazards are identified and minimised. She has up to date policies and relevant information that are shared with parents. The childminder has a secure understanding of how to identify possible signs and symptoms of child abuse and knows where to report any concerns in line with local authority guidance. Safeguarding is effective. The childminder works closely with other agencies and providers that some children attend. She shares information effectively regarding their progress and care needs. The childminder has formed good relationships with parents. She uses an online tool to inform them of their daily activities.

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

The childminder shows a good understanding of how children like to play in her setting. She encourages them to access resources independently and she intervenes with effective teaching and questioning skills. For example, children use paint brushes and water to write their name with the support of the childminder as they name each letter. Children remain engaged in activities and are motivated to complete tasks. The childminder completes observations and assessments of children's learning and carries out summary progress checks regularly. These are shared with parents and other professionals where possible. Children develop an awareness of differences in their community, such as when they use play people to recognise and discuss disabilities and different ethnicities.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment for children. They use their imagination and independence throughout the day. Children are confident to join in with activities and express themselves. The childminder provides children with daily opportunities for fresh air and exercise to support their physical development. Children develop healthy attitudes towards food as they receive, and help to prepare, a wide range of nutritious meals and snacks. They discuss food in a positive way and contribute towards menu changes. Children are kind and understand boundaries and expected behaviours. The childminder praises children to help them to feel valued and to develop a 'can-do' attitude towards their learning.

### Outcomes for children are good

Children enjoy looking at photographs of themselves in their learning journals and discussing activities. They are involved in their learning and have the opportunity to plan future activities. Children all make at least typical progress from their starting points and are developing at expected stages for their age. They use good communication skills and ask lots of questions to extend their own knowledge.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY397193  |
| <b>Local authority</b>             | Calderdale  |
| <b>Inspection number</b>           | 1105008   |
| <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>      | 6   |
| <b>Number of children on roll</b>  | 17  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 4 August 2014   |
| <b>Telephone number</b>            |   |

The childminder registered in 2009 and lives in the Boothtown area of Halifax. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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