

# Childminder Report

**Inspection date**

23 May 2018

Previous inspection date

3 November 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

- Children are motivated and active learners. They are kind to each other, take turns and cooperate in their play. The childminder is a good role model who is warm and nurturing. She skilfully helps children to understand how to respect others. Children's behaviour is good.
- The childminder supports children's literacy skills effectively. Children confidently identify the initial letter sounds that different colours begin with. The childminder uses her voice to develop a sense of anticipation as she reads. Young children listen to stories with focus, understanding and clear enjoyment.
- The childminder monitors children's progress effectively. She uses accurate assessments of children's learning to identify any gaps in their development. The childminder keeps parents well informed about their children's progress and helps them seek the support of other professionals if needed.
- The childminder encourages children's communication and language skills well. She engages in meaningful conversation with children and introduces new words to effectively help extend children's vocabularies.

### It is not yet outstanding because:

- The childminder's professional development plans and training do not focus precisely on continuing to extend her knowledge and good teaching skills even further.
- The childminder does not sufficiently challenge older children to extend their mathematical understanding further during their play. For example, she does not maximise their interest in money and large numbers.

## What the setting needs to do to improve further

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

- focus more precisely on professional development and training to strengthen the good teaching skills even further
- extend opportunities to help children develop their already good mathematical skills even further as they play.

### Inspection activities

- The inspector observed the quality of teaching during activities and evaluated how this supports children's learning.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector completed an evaluation of teaching with the childminder following a planned activity and discussed her self-evaluation.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of people living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her child protection knowledge and skills up to date. She knows how to identify and report any concerns she may have about a child's welfare. The childminder considers and continuously improves her setting effectively. She values feedback from parents and uses this information to help inform areas for development. Parents speak highly of the care their children receive. They report that they like the 'homely feel' that the childminder provides. They feel confident that 'every child is catered for'. The childminder provides information to local schools about children's development. This helps to ensure a consistent approach to children's care and learning.

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

The qualified childminder knows children well. She completes regular observations and uses her findings to plan for children's future learning. The childminder is a good teacher. She uses a variety of teaching methods to support children's learning. For example, she asks questions that help children think, gives suggestions and reminds children about other events to help them make links in their learning. This helps to successfully support young children to recognise colour, fruit and letters of the alphabet. Children play imaginatively together as they pretend to go shopping. Young children act out the process of scanning fruit, demonstrating their knowledge of everyday activities.

### Personal development, behaviour and welfare are good

Children are happy, confident and have high levels of self-esteem. They develop close relationships with the childminder and give her spontaneous cuddles. Children demonstrate that they feel safe and are emotionally secure. The childminder supports children's independence well. Children make choices in their play and help to tidy away the toys. The childminder teaches children well about the importance of living a healthy lifestyle. She sensitively supports young children to follow good hygiene routines. Older children identify the foods that keep them healthy during the games they play with the childminder. They confidently name 'sugar snaps' as a healthy food. In addition, the childminder skilfully uses stories to help children understand how eating too many sugary foods will affect their bodies. Physical health is supported well. The childminder makes good use of community groups so children can play with their peers and develop new friendships. The childminder helps children get involved in community events where they participate in planned activities and learn about others.

### Outcomes for children are good

Children gain good social skills. Younger children learn to take part in group activities. They listen carefully and follow instructions. Children are inquisitive and motivated to learn. They manipulate play dough and learn how to roll wiggly worms. Older children use good manipulative skills to make letters of the alphabet with the dough. Young children confidently count the worms up to eight. These key skills contribute towards preparing children in readiness for their future move on to nursery or school.

## Setting details

<b>Unique reference number</b>	303514
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1103460
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 November 2014
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Brighouse, West Yorkshire. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

