

Childminder report

Inspection date	18 September 2018
Previous inspection date	20 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder is extremely well organised and displays a professional approach to her work with children and families. She accurately evaluates the quality of her provision and gathers the views of parents and children to help to further develop her practice.
- The childminder fosters children's communication and language development well. She skilfully introduces new words and asks thought-provoking questions to encourage children to speak. Young children enthusiastically repeat the new words they learn and display very good listening and attention skills.
- Parents are highly complimentary about the quality of care and learning experiences the childminder provides. Parents describe how their children are, 'Incredibly happy, content and safe'. The childminder develops strong, trusting and supportive relationships with parents. She keeps them fully informed about their children's learning and development.
- The childminder ensures that children enjoy plenty of time to play and explore. Children display good levels of motivation and persist in their self-chosen tasks. The childminder encourages children to try new experiences, provides plenty of praise and helps them to understand what they have achieved.
- The childminder is an excellent role model for children. She provides them with sensitive guidance so that they understand what is expected. Older children are very sensitive, caring and kind towards younger children. They involve younger boys in their play and share resources very well. Children's behaviour is excellent.

It is not yet outstanding because:

- The childminder does not target her professional development and training on raising the quality of teaching and learning to the highest level.

What the setting needs to do to improve further

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

- focus professional development and training to identify precise targets to consistently raise the quality of teaching and learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held several discussions with the childminder. She checked relevant documentation, including suitability checks, policies and procedures and children's learning records.
- The inspector discussed the childminder's self-evaluation and took account of the views of parents spoken to during the inspection and parents' written comments.
- The inspector completed a joint evaluation of an activity with the childminder.

Inspector

Angela Sugden

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection issues and keeps her safeguarding knowledge up to date. She puts robust policies and procedures in place to follow, should she have any concerns about a child's welfare. The childminder gathers information from parents about what their children can already do when they first start to attend. She reviews and tracks children's learning regularly. This helps her to establish how well children are progressing and identify any areas where additional support is needed. The childminder discusses any developmental concerns with parents, provides advice and puts strategies in place to help children to catch up quickly. The childminder has established good links with other professionals, including health visitors and shares information about children's development.

Quality of teaching, learning and assessment is good

The childminder uses her accurate assessments of children's learning to plan experiences that build on their interests and further extend their learning. She is very responsive to children's individual ideas. The childminder challenges their thinking and supports children's mathematical understanding well. Young boys talk confidently about filling up containers with rice and count with accuracy. Toddlers concentrate for long periods of time as they place balls on the Ferris wheel and show their delight as the balls go round and down the chute. The childminder supports children's understanding well. She helps them to identify the animals and creatures in books and describes how they are different. Boys enjoy laying on their tummies on the floor as they draw. They show very good pencil control for their age. The childminder skilfully joins in with children's play and lays on her tummy at their level as she draws with them.

Personal development, behaviour and welfare are outstanding

The childminder provides a very stimulating and homely environment that successfully nurtures children's independence. Young children gather their own bowls from the low cupboard, use knives to chop their bananas, help to sweep up and put their own shoes on. Children settle extremely quickly, are happy and thoroughly enjoy their time in the childminder's care. They develop extremely strong emotional attachments to the childminder and display a deep sense of security in her home. Children snuggle in closely and show their obvious affection for the childminder. Children's physical well-being is supported superbly well. The childminder provides a wealth of exciting outdoor experiences and uses the local environment to inspire children and enrich their understanding of the world. Children display high levels of energy. They develop their strength and superb physical control as they climb, jump, push wheeled toys and negotiate obstacles extremely carefully.

Outcomes for children are good

All children make good progress and some make better than good progress in their learning. Children are very confident and sociable. All children, including boys, display an interest in books and understand how to handle books carefully. This supports a strong foundation for their emerging literacy skills. Children develop the dispositions and attitudes needed for their future learning, including when the time comes to start school.

Setting details

Unique reference number	EY471526
Local authority	Calderdale
Inspection number	10059929
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 7
Total number of places	6
Number of children on roll	15
Date of previous inspection	20 June 2014

The childminder registered in 2014 and lives in Greetland, Halifax. She operates all year round from 6.40am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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