

Childminder report

Inspection date	30 October 2018
Previous inspection date	28 August 2015

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The childminder and her assistants have formed a strong and effective team. They share a common vision and show a deep commitment to ongoing improvement.
- Knowledge of the written procedures for safeguarding is clear. The childminder and her assistants fully understand what to do if they have a concern about a child or each other. This enables children to be kept safe.
- The childminder and her assistants find out where children are in their learning and development right from the start. They give parents regular feedback about their children's care and achievements. As a result, relationships with parents are positive and well established.
- The childminder and her assistants are warm, caring and approachable. They understand children well and follow their developing interests closely. Consequently, children are happy, settled and are able to form strong friendships with others.
- Children are offered a broad range of learning experiences, appropriate to their age and stage of development. This means that children enjoy their time at the setting and are making good progress.

It is not yet outstanding because:

- At times, the childminder and her assistants miss opportunities to extend the older children's developing language skills and increase their use of new words during conversations and everyday activities.
- The childminder and her assistants do not fully understand how to make the best use of the information they have gathered about children's learning, to provide parents with an accurate and up-to-date progress check for children aged two years.

What the setting needs to do to improve further

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

- provide and extend opportunities to talk more descriptively to the older children and increase their vocabulary, to help raise their achievements to an even higher level
- reflect on and strengthen the process currently used to produce the progress check for children aged two years, to raise the quality of the provision to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder and her assistants at appropriate times throughout the inspection.
- The inspector looked at a range of documentation and checked evidence of the suitability of the childminder, her assistants and adult members of the household.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback provided.

Inspector

Lois Wiseman

Inspection findings

Effectiveness of leadership and management is good

The childminder and her assistants supervise the children well and ensure that the play areas remain safe and secure. The childminder thoroughly assesses risks in all the areas of her home environment, including the impact of adverse weather conditions and the health of her staff. Safeguarding is effective. The childminder ensures that her own and her assistants' child protection training is up to date. She meets with her assistants regularly and supports them with their ongoing professional development. The childminder understands the strengths and weaknesses of her assistants and provides guidance and coaching, where necessary. She monitors the quality of her assistants' teaching practices and discusses the regular checks made on children's learning. This ensures that they are relevant and meet the needs of the children.

Quality of teaching, learning and assessment is good

The indoor and outdoor learning environments are bright and stimulating. Children become engaged in their play and easily choose objects they want to use. The childminder and her assistants help children to explore ideas and learn about the world around them. For examples, babies and toddlers delight in watching how the wind moves the sails of hand-held windmills, as they play outside in the garden. Older children enjoy getting messy hands as they create their firework pictures using paint, glue, pieces of wool and glitter. The childminder and her assistants play alongside the children, helping to sustain their interest. Following on from observations, they skilfully focus on what each individual child needs to do next. As a result, children thrive in their play and are becoming confident learners.

Personal development, behaviour and welfare are good

The childminder and her assistants are friendly and welcoming. They value the children and support them to become independent. For example, the youngest children are encouraged to move each foot up the steps on the slide. Older children are free to sing their songs aloud to others. As a result, children are very proud of what they do. The key-person system is used well and staff are alert to when children need a rest or sleep. This means that children's care needs are met. Children eat healthy and nutritious food and are encouraged to keep themselves clean. Behaviour is managed in a calm and positive way. Staff praise the children for being kind to each other and for sharing resources. This helps them to develop a can-do attitude in their play.

Outcomes for children are good

Children are making good progress in relation to their starting points. They are developing their mathematical skills, as they count their pieces of fruit at snack time and the rocket shapes on their pictures. Literacy skills are promoted well. Babies and toddlers enjoy sharing a book together and older children become excited and comment on the stories read to them. Children can point out the initial letter of their names from signs. They listen well to instructions and have developed a strong sense of belonging. Children are developing the skills they need for their next stage of learning, including their move on to school.

Setting details

Unique reference number	EY395341
Local authority	Calderdale
Inspection number	10061065
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	18
Number of children on roll	24
Date of previous inspection	28 August 2015

The childminder registered in 2009 and lives in Halifax. She operates all year round, from 7.30am to 5.45pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. She works with two assistants.

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