

Childminder report

Inspection date	30 January 2019
Previous inspection date	13 January 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

This provision is good

- The childminder observes children and understands their stage of development and next steps in learning. He plans a broad range of innovative and challenging activities with his co-childminder that help children to make good progress. Although the co-childminder completes children's records of learning, the childminder contributes well.
- Children have secure emotional attachments to the childminder, who knows them well. They readily approach him for a cuddle, or to sit on his knee for an engaging and exciting story. The childminder responds to children in a nurturing manner.
- The childminder helps children, all under three years, to develop a range of skills in readiness for moving on to nursery.
- The childminder gives good consideration to children's safety and he has a secure knowledge of child protection issues. Children take part in good hygiene routines and have ample fresh air and exercise, which helps to promote their physical well-being.
- The childminder's sense of fun and interest in what children say and do enhance children's enjoyment as he plays alongside them. Children delight in his humour and jovial nature as they style his hair during hairdresser role play.
- On occasions, the childminder does not give children clear explanations to help them understand why he is asking them to do or not to do something.
- At times, the childminder over-directs children's play and sometimes tidies resources away too quickly while children are still engaged.
- The childminder does not identify improvements that are more relevant and unique to his own professional development and interests, to optimise teaching and learning.

What the setting needs to do to improve further

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

- provide greater explanations about why rules and boundaries exist, to enhance children's understanding of expectations within the setting
- extend children's opportunities to have uninterrupted time to play, follow their ideas and revisit activities to consolidate and build on their learning
- develop more specific individual self-reflection that focuses on improving teaching and learning through more uniquely targeted areas for improvement and professional development.

Inspection activities

- The inspector observed activities indoors and the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documents, children's records of learning and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector viewed written feedback from parents.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder diligently checks the identification of visitors and asks them to sign in the book. He discusses safeguarding policies and procedures, such as the non-use of mobile phones. Such practices help the childminder to keep children safe and protected. The childminder updates his safeguarding training. He confidently identifies indicators of abuse relating to general and wider child protection issues. He is fully appraised on current legislation in relation to transporting children in his vehicle and describes safe practices. The childminder has good systems generally for reflecting on practice alongside his co-childminder. He gives examples of improvements, including moving home to increase space and making outdoor physical apparatus himself. The childminder jointly completes local authority audits to help him identify where practice can be improved upon.

Quality of teaching, learning and assessment is good

Children take part in many outings that complement their learning. For example, they go swimming, feed the ducks and visit the fire station, supermarket and park. The childminder motivates children with his animated, cheerful and effective interactions, overall. He thinks of ingenious ways to build on children's skills, for example their hand-to-eye coordination. Activities including lacing, buttoning and zipping help children to practise their self-care and early writing skills. The childminder stretches out spiral metal egg cups to create captivating threading resources. He models how to put the tiny beads on the frame and encourages children to keep trying, sensitively intervening at appropriate times. This helps to minimise any frustration and helps children achieve what they set out to do. They delight in the childminder's praise and encouragement.

Personal development, behaviour and welfare are good

The childminder builds positive relationships with parents to meet children's individual needs. For example, he communicates daily about children's care and learning. Another strategy the childminder uses is to distribute and collect detailed questionnaires, which helps to show parents how valuable their views are. The childminder implements good hygiene routines before preparing children's nutritious lunch. This helps to promote children's health. The childminder closely supervises children and minimises unsafe behaviour, for example children trying to climb up onto the booster seat by themselves.

Outcomes for children are good

Children show very good early communication, language and physical skills; these are essential foundations for their future learning. They have a very positive approach to learning, behave well and take part in activities alongside one another. Children enjoy the challenge of learning new skills and show high levels of focus and perseverance. They develop early mathematical skills, for instance counting how many beads they have threaded. Children learn to appreciate and respect difference, for example they visit a local mosque.

Setting details

Unique reference number	EY365424
Local authority	Kirklees
Inspection number	10070858
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 14
Total number of places	6
Number of children on roll	22
Date of previous inspection	13 January 2015

The childminder registered in 2007 and lives in Huddersfield. He works with his wife, who is also a registered childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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