

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

- Children, all under three years, are clearly at ease with the childminder, with whom they have established close bonds. They enjoy her positive and loving interactions. Children confidently move around freely and make choices about what they would like to do in the welcoming, home-from-home environment.
- The childminder gathers information on entry from parents about children's home routines, likes and dislikes. This helps her and her co-childminder to provide consistent care to help children to feel secure.
- Children are keen learners. During activities, the childminder builds on children's learning well and helps them to develop important skills for future learning. The childminder also instils important social skills.
- The childminder has a good knowledge of child protection issues. She updates her child protection training, keeping abreast of changes to safeguarding legislation. The childminder has a good understanding of how to keep children safe and healthy.
- Children's records of learning evidence their good progress and participation in a broad range of activities. The childminder shares these regularly with parents and discusses how they can support children's learning together.
- The childminder does not obtain the most precise information from parents about their children's stage of development on entry, to optimise initial assessments and planning for children's learning.
- The childminder does not consistently encourage children to try to help with self-care tasks, such as wiping their own nose, to facilitate their independence to the highest level.
- The childminder does not undertake specific self-reflection that has more relevance to her own areas of interest and professional development, to enhance 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:

- obtain more precise information from parents about what their children already know and can do on entry, in order to strengthen initial assessments of children's starting points for learning and plan for their future learning with greater precision
- provide children with greater opportunities to develop independence during care routines
- develop more individual self-reflection, to target unique areas for improvement and continued professional development that focus more specifically on optimising teaching and learning.

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 fully understands general and wider safeguarding issues. For example, she can identify indicators that children may be at risk of harm from extreme behaviours or views. The childminder jointly undertakes good risk assessments to identify and minimise hazards inside and outside the home. As part of this, she passes concerns on where safety issues are identified, for instance when visiting toddler groups in other buildings. The childminder explains rigorous safety procedures when taking young children on outings, such as to the swimming baths. She consults with a local authority adviser to reflect on and improve certain aspects of practice. For example, she completes a variety of audits. Parents share extremely positive views through detailed questionnaires.

Quality of teaching, learning and assessment is good

The childminder continually monitors children's progress, sharing this with her co-childminder so that they can jointly plan for what children need to learn next. Children show good levels of engagement. The childminder supports the development of children's independence and early literacy skills. For example, she labels toy tubs which helps children with tasks such as tidying up. Children delight in exploring and investigating the texture of clay. They express their ideas, pretending to cook food in the metal pans. The childminder sensitively intervenes to support children's learning. For example, she explains that putting more pressure on the rolling pin will create a flatter shape and she suggests making a handprint in the clay.

Personal development, behaviour and welfare are good

Children enjoy sharing books with the childminder, while snuggled on her knee. This is one way that they demonstrate their emotional security. The childminder supports children's transitions to pre-school or school effectively, to help maintain their continued sense of security. The childminder models and encourages good handwashing routines, in order to help minimise cross-infection. Children display positive behaviour, including during care routines such as snack time, when children thoroughly enjoy a variety of fruit. The childminder sensitively manages any very minor squabbles as she talks about sharing, being kind and taking turns. Outings, such as to the park and different toddler groups, enhance children's socialisation.

Outcomes for children are good

Children are developing the key foundations for future learning. They demonstrate very good physical, communication and language skills. They readily express their needs and are confident to ask the childminder for help. They happily play alongside one another. Given their young age, they show excellent focus and concentration while engaging in activities. They show early mathematical skills, for instance while matching shapes and numbers. Children learn about differences in many ways, such as through resources and displayed images.

Setting details

Unique reference number	EY365421
Local authority	Kirklees
Inspection number	10070857
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. She co-childminds with her husband. The childminder operates all year round, from 7.30am to 6pm from Monday to Friday, except for bank holidays and family holidays.

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