

Childminder report

Inspection date	9 May 2019
Previous inspection date	10 July 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 has a wonderful relationship with children. She provides a positive and supportive learning environment where children are free to explore and make independent choices in their play. Children delight in the praise that they receive from the friendly and animated childminder. This helps them to build on their already good levels of self-confidence and self-esteem.
- The childminder provides a wide range of experiences for children, which contribute to the consistently good levels of progress they make. She carefully observes and monitors children's development and plans for their individual interests and what they need to learn next.
- Partnerships with parents are strong. The childminder engages in open, two-way communication with parents and shares key information about children's learning. She has implemented a home-communication book to record information about children's daily experiences. This helps to provide a consistent approach to children's learning in the setting and at home.
- The childminder provides a clean and safe environment for children. She completes thorough daily checks and successfully minimises risks to children's safety. The childminder maintains her first-aid qualification, which helps to ensure that she can respond appropriately and promptly to assist a child in the event of an emergency.
- Although the childminder is knowledgeable, and her skills are good, she does not yet use self-evaluation to help her identify ways to further enrich and enhance the educational programmes and drive improvements to the highest level.
- The childminder does not consistently give children enough time to fully explore and extend their own learning during adult-led activities before she tidies away play equipment and resources.

What the setting needs to do to improve further

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

- strengthen and reinforce good knowledge and skills even further and identify ways to improve educational programmes and drive improvements to the highest level
- provide children with more time to explore and extend their own learning during adult-led activities.

Inspection activities

- The inspector had a tour of the premises with the childminder.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at convenient times during the inspection. She completed a joint evaluation of an activity with the childminder.
- The inspector reviewed suitability checks for all adults living and working on the premises. She looked at relevant documentation, including policies, procedures and other records regarding health and safety.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a secure understanding of the procedures to follow should she have a concern about a child's welfare. She has a detailed written safeguarding policy in place, which is informed by advice from the Local Safeguarding Children Board. The childminder confidently recognises the signs and symptoms of abuse and demonstrates she would take swift action to help protect a child. She completes regular training to keep her knowledge up to date, for example, with current child protection issues which may affect a child. The childminder ensures that suitability checks are completed for all those who have access to children. She completes thorough daily checks of her premises and takes steps to minimise risks to children's safety.

Quality of teaching, learning and assessment is good

The childminder is skilled at supporting children's literacy skills. For example, she encourages children to predict what might happen in stories before they start to read these. The childminder continues to prompt older children to recall what has happened and consider what might happen next using the pictures inside books. Younger children listen intently and point to pictures and find different characters. This helps children to develop their communication, language and literacy skills well. The childminder promotes children's physical development and encourages them to complete actions and follow the instructions they hear in songs. Children thoroughly enjoy using musical instruments and immerse themselves completely as they sing, dance and move their whole body to the rhythm of the music. The childminder skilfully supports children's emerging mathematical skills. For example, she encourages younger children to count to five as they thread cotton reels on to shoelaces. Older children count and complete simple addition and subtraction tasks, such as adding and taking away candles from their cake.

Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder acts as a positive role model to children with her kind and sensitive approach. Children share and take turns with play equipment and learn how to negotiate with their friends. Children develop good social skills at mealtimes as they sit and discuss their day with friends. The childminder provides children with regular opportunities to explore in the local and wider community. For example, they complete nature walks and explore in the woodlands. Children look for birds and other creatures and animals that might live there. This helps children to develop a wider understanding of the world around them.

Outcomes for children are good

Children are confident and self-assured. They are enthusiastic and keen to participate in activities. This helps to provide a secure foundation for their future learning. Older children develop good levels of independent self-care skills, such as toileting and washing their hands before mealtimes. Children are developing their interest and begin to recognise different letters in text and initial sounds they hear in words. Children make good rates of progress and acquire a range of skills in preparation for their next stages of learning and eventual move on to nursery and school.

Setting details

Unique reference number	303673
Local authority	Calderdale
Inspection number	10071540
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	10 July 2015

The childminder registered in 1997 and lives in Brighouse, West Yorkshire. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

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