

Childminder report

Inspection date	9 May 2019
Previous inspection date	16 June 2016

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 are happy and settled. The childminder and her assistant form close emotional relationships with children. They provide a warm and welcoming environment for children to learn in.
- The childminder and her assistant take children out into the local community. They visit libraries, local parks, farms and attend music groups. This helps children to learn about the world they live in and offer them a wide range of learning opportunities.
- The childminder has a good knowledge of how children learn. She offers a broad range of activities that provide good learning opportunities. All children make good progress and develop the skills they need for future learning, including school.
- The childminder and her assistant encourage children to do things for themselves. Children are confident, self-assured and demonstrate a strong sense of belonging.
- The childminder carries out precise and thorough risk assessments to ensure that children are safe in her home and on outings.
- The childminder establishes open and professional relationships with parents. Parents make many positive comments in their reference letters. These include how children have progressed during their time at the setting and how children enjoy their time with the childminder and her assistant.
- Although the childminder has resources to support diversity, opportunities are missed to consistently develop children's positive attitudes towards gender and equality.
- The childminder does not use information gathered from parents to inform her initial judgements of children's learning in order to enable an accurate measure of their future progress.

What the setting needs to do to improve further

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

- provide more opportunities to help children gain positive attitudes towards gender and equality
- use the information gained from parents about what their children can already do when they join the setting, to provide a more accurate picture of children's development to help measure their future progress.

Inspection activities

- The inspector observed care routines and the quality of teaching during activities. She spoke with the childminder about the impact of these on children's learning and development.
- The inspector took account of the views of parents from written feedback provided.
- The inspector sampled a range of documentation, including the childminder's policies and procedures, children's records, the childminder's planning and evaluation of activities and information exchanged with parents.
- The inspector discussed safeguarding procedures with the childminder and her assistant.

Inspector
Felicity Sutcliffe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of how to protect children from harm and the procedures to take if a child is at risk. The childminder's self-evaluation process is effective. She holds reflective discussions with her assistant about the learning environment that they offer children. She uses this opportunity to identify future priorities for development. For example, they have identified the outdoor environment as an area to develop to provide a safe space for younger children and babies to play in. The childminder completes all statutory training. She is planning future training opportunities for her assistant to promote her ongoing professional development.

Quality of teaching, learning and assessment is good

The childminder and her assistant interact well with children in their play. They join in with imaginative play experiences that children initiate. This helps to encourage children's creative thinking and provoke high levels of engagement. The childminder and her assistant offer good questioning and challenges in children's play. They allow children time to think about their responses and offer praise and encouragement to promote their willingness to have a go. The childminder provides a learning environment that is interesting and stimulating, yet homely. She offers a good range of resources that are all freely accessible to enhance children's choice and independence. The childminder and her assistant differentiate their teaching to meet the learning needs of individual children. They monitor children's learning and progress effectively through observations and assessments.

Personal development, behaviour and welfare are good

The caring, enthusiastic nature of the childminder and her assistant contributes to children settling quickly and helps them to feel secure. They offer a tailored approach to settling-in sessions for parents, to meet the emotional needs of the children. The childminder and her assistant promote children's healthy lifestyles. They use every opportunity to talk to children about keeping themselves healthy and foods that will help them to grow. The childminder provides home-cooked meals and healthy snacks. The childminder and her assistant encourage children to sit together at the table for mealtimes. This helps to promote children's social interaction and encourages conversations. The childminder and her assistant develop children's good behaviour through consistent positive praise. They have introduced a reward chart to encourage children to help at tidy up time, show kindness to each other and use their manners. Children celebrate when they receive a sticker to put on their chart.

Outcomes for children are good

Children's mathematical development is supported particularly well. The childminder and her assistant provide many mathematical challenges during a small-group game. Children match numerals and explore number sequences and the value of numbers. Children are independent learners and self-direct their play ideas.

Setting details

Unique reference number	EY436403
Local authority	Calderdale
Inspection number	10074968
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	12
Number of children on roll	10
Date of previous inspection	16 June 2016

The childminder registered in 2012 and lives in the Elland area of Halifax. She works with an assistant. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

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