

Childminder report

Inspection date	23 May 2019
Previous inspection date	23 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 understands the importance of professional development. She targets her training to ensure she keeps her knowledge up to date and also focuses on the needs of children. For example, she completed a course about boys' approach to play and learning in order to help her to review her own practice.
- The childminder and her assistant give children time to make their own choices in play. They skilfully support children's learning, for example asking questions that help to promote their thinking skills well. Children are achieving in line with expectations for their age.
- The childminder provides an interesting range of fun activities for children. For example, children spend a long period of time painting rocks as 'dinosaur eggs'.
- The childminder and her assistant work well together as a team. Children are settled and happy in their care. This helps to promote their personal, social and emotional skills successfully.
- Parents are complimentary about the quality of care and learning that their children receive. One comments, 'Each child is valued to fulfil their own potential. I fully trust them to care for my children and they have been very supportive'.
- Adult-led activities are not consistently challenging or sharply focused to children's needs, to help them make even better progress.
- The childminder has not explored all ways to share and exchange information with parents regarding children's ongoing learning and assessment, to further promote even greater continuity between the setting and home.

What the setting needs to do to improve further

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

- refine planning of adult-led activities to ensure they are highly challenging and sharply focused to children's individual needs
- further develop opportunities to share observations of children's learning with parents and include their views in assessments of children's progress even more.

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 an evaluation of an activity with the childminder and her assistant, and held discussions at appropriate times during the inspection.
- The inspector looked at a range of documents, such as children's observations and assessments, planning and a sample of policies and procedures. The inspector discussed self-evaluation with the childminder and her assistant.
- The inspector spoke to children during the inspection and took account their views.
- The inspector took account of parents' written feedback received for the inspection.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant demonstrate knowledge of child protection. They understand what action to take and who to share their concerns with. They identify and minimise risk in the setting to help keep children safe. The childminder reflects on the overall quality of her setting. She uses the views of her assistant, children and parents, including through questionnaires, to gather their feedback and ideas for improvement. The childminder monitors her assistant's practice to ensure that they have a consistent approach. For example, they have monthly discussions and make notes about areas to work on, such as developing the outdoor area further.

Quality of teaching, learning and assessment is good

The childminder gathers a range of information from parents when children first at the setting. This helps her to plan activities that follow children's interests and support what they need to learn next, overall. For example, her assistant shares the children's favourite story while using props to help maintain their attention. He expertly pauses when reading to encourage children to fill in the gaps. The childminder encourages children to count real fruit accurately to reinforce the numbers in the story. This helps to develop key skills for school, such as literacy and numeracy. The childminder observes the children playing and monitors the progress that they make. She shares key information with teachers when children are ready to move on to school.

Personal development, behaviour and welfare are good

Children behave well. The childminder and her assistant encourage them to share and take turns. They consistently praise children for their achievements. Children show good concentration in self-chosen activities. For example, they work together to build a train track and connect the engines up in a circle shape. Babies enjoy exploring a variety of interesting objects with different textures. Children benefit from plenty of time outdoors in the garden and in the local area, such as parks and woods. They delight at stamping in the water and mud with their wellies on. They find different tools to try to smash the ice apart to uncover the dinosaurs hiding inside. This helps to promote children's physical well-being successfully. The childminder sensitively supports children's care needs, such as eating and toileting. She fosters children's independence. For example, they wash their own hands and collect their own blankets at sleep time.

Outcomes for children are good

Children make good progress during their time in the setting. They are confident, motivated and keen to learn. They develop close friendships and learn how to cooperate with others. They are creative and critical thinkers. For example, they investigate how to use a pulley system to move a bucket across the wire. They practise making marks with water, brushes, rollers and spray cans. Children learn about nature and the world around them. For example, they are interested to watch the changes as the caterpillars grow and change into butterflies.

Setting details

Unique reference number	311032
Local authority	Kirklees
Inspection number	10063994
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	12
Number of children on roll	19
Date of previous inspection	23 May 2016

The childminder registered in 1997 and lives in the Birstall area of Batley. She works with an assistant. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

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