

Childminder report

Inspection date	11 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 demonstrates good-quality interactions. She undertakes effective observation, assessment and planning for children's key next steps in learning and parents are closely involved. This contributes to children's good progress and helps them to develop the skills required for successful future learning.
- The childminder uses a good variety of sources of information to reflect on her practice, keep abreast of changes and identify areas for improvement.
- Older children are developing good levels of independence and are clearly familiar with the daily care routines. They choose from an excellent range of accessible toys and show great creativity during arts and craft activities.
- The childminder has a good knowledge of child protection issues and demonstrates safe practices that help to promote children's welfare.
- The childminder's caring and attentive approach helps children to form secure attachments to her. This helps to promote their emotional well-being.
- Children respond well to the childminder's calm and sensitive nature. She skilfully distracts mischievous younger children and positively reinforces behavioural expectations such as picking things up that have dropped on the floor.
- Where older children have a preference for learning outside, the childminder does not give as much consideration to planning for outdoor areas.
- The childminder does not fully consider how she can work in partnership with other settings that children attend.
- The childminder does not optimise the organisation of the play room for younger children in order to support their independent play and exploration fully.

What the setting needs to do to improve further

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

- enrich planning for the outdoor environment to optimise older children's experiences where they have a preference for learning outside
- strengthen partnerships with other providers to support children's transition to new settings and a consistently shared approach to their care and learning
- enhance the organisation of the play room for younger children to ignite their natural curiosity and promote their independent exploration and investigation.

Inspection activities

- The inspector observed areas used for childcare purposes, 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 successfully implements detailed policies and procedures to promote children's welfare. She updates mandatory training, such as first-aid training, in good time and refreshes her child protection training. The childminder has identified further training to enhance aspects of teaching and learning, such as the development of children's speech and language. She closely supervises young children who have reached important development milestones, such as walking. The childminder also stays close by as they learn other new physical skills, such as negotiating a small step. She closely monitors children's progress and plans for any gaps in their learning. The childminder promptly identifies children who are working below development expectations and ensures that they receive early support to help them to catch up.

Quality of teaching, learning and assessment is good

Parents contribute to initial assessments of children's learning when they enter the childminder's care. They are kept well informed about their children's progress and how they can support their learning at home. Children's insightful records of learning reflect a wonderful picture of their time with the childminder and their development since they were babies. The childminder effectively supports children as they play and extends their early speech. She sings along to their favourite songs and sits with them to look at well-loved texture books. She focuses on young children developing single words and two-word phrases. The childminder makes good use of spontaneous opportunities to build on children's learning during care routines such as snack time.

Personal development, behaviour and welfare are good

Children flourish with the loving and nurturing childminder. The childminder works in close consultation with parents to gather information to meet children's individual needs on entry. Subsequently, parents are provided with good-quality information, for example, through daily diaries. The childminder mirrors home care routines in order to promote a coherent approach for children. She provides good levels of support to build children's confidence. For example, as younger children tentatively feel the texture of paint on their fingers, the childminder reassures them and models what to do. The childminder stringently adheres to children's specific dietary needs and she implements good hygiene routines, which she makes fun. This contributes successfully to children's all-round good health. Older children develop early independence during care routines. For example, they enjoy making their own sandwich.

Outcomes for children are good

Children progress well. They are sociable, enjoy their time with the childminder and are keen learners. Older children develop early mathematical and literacy skills in readiness for their future move to school. For example, they count plates at snack time and learn that they have four quarters while cutting up their sandwich. Children make marks and patterns with paint. Older children delight in smearing the paint on their hands. They observe the changing colours with intrigue before expressing their ideas and creativity in other ways, such as making handprints. Young children delight in finding their voice. They confidently babble and use gestures alongside words to express themselves.

Setting details

Unique reference number	EY545653
Local authority	Calderdale
Inspection number	10102222
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 14
Total number of places	6
Number of children on roll	22
Date of previous inspection	Not applicable

The childminder registered in 2017. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

