

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 13 June 2019  |
| Previous inspection date | 12 April 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 establishes highly successful partnerships with parents. Parents are kept well informed about their children's progress to help to promote continuity of learning for children. Parents are delighted with the care and service that the childminder provides.
- The childminder has built positive links with local primary schools. She recognises the importance of helping children to prepare for their eventual move on to school. For example, children visit local school events to help them to become familiar with school environments.
- The childminder and her co-childminders monitor children's development regularly to ensure that they are making good progress. They clearly identify what children need to learn next and plan activities that meet children's individual needs.
- The childminder provides nutritious home-cooked meals and healthy snacks. Children sit together at the table for mealtimes. This helps to promote their social interaction and encourages conversations.
- Effective settling-in procedures, including home visits, help the childminder to meet children's individual needs from the very start. This has a positive impact on children's emotional well-being.
- The childminder's knowledge and understanding of supporting children with special educational needs and/or disabilities (SEND) is not as strong as other areas. She has identified the need to further her understanding in this area to support children and their families even further.

## What the setting needs to do to improve further

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

- pursue professional development opportunities to increase knowledge of strategies to support children with SEND to ensure that all children make the best possible progress.

### Inspection activities

- The inspector took account of the views of parents through discussion and reading the written feedback provided.
- The inspector observed care routines and the quality of teaching. She spoke with the childminder about the impact of these on children's learning and development.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities and information exchanged with parents.
- The inspector sampled a range of documentation, including the childminder's policies and procedures and her risk assessments.

### Inspector

Felicity Sutcliffe

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding practices and knows how to make a referral if she has concerns about a child in her care. She carries out regular risk assessments to minimise hazards within the home and when on outings. Children are cared for in a safe and secure environment. Partnerships between the childminder and her co-childminders are strong. They evaluate their practice effectively through peer observations, and targeted training plans are in place. For example, the childminder has identified that in the future, she would like to attend training to develop a thorough understanding of the current legislation in supporting children with SEND.

### Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. Planning is tailored to children's individual needs and interests. This ensures that children are focused, engaged and motivated to learn. The childminder is a good role model for children. She skilfully develops children's language skills as she engages them in conversation. The childminder values children's input and has sensitive interactions with them. This helps to extend children's learning. The childminder knows the children in her care very well. She and her co-childminders have key-person responsibility for individual children but demonstrate a good knowledge of all the children in their care. The childminder is fun and engaging. She encourages children to choose their own play. Children display high levels of energy and fascination in their play.

### Personal development, behaviour and welfare are good

Children have developed a secure attachment with the childminder. The childminder talks to children about their home experiences. This helps children to feel valued and helps them to recognise themselves as unique individuals. The wonderful learning environment helps to promote children's sense of belonging. The childminder displays photographs of children and their work creatively around her home. The childminder encourages children's love of the outdoors. She plans activities and experiences in all weather conditions, embracing the seasonal learning opportunities. The childminder promotes good hygiene routines. Children wash their hands before every meal and brush their teeth after lunch. Children are independent in their self-care skills.

### Outcomes for children are good

Children make good progress from their starting points. They are well prepared for their future learning, including school. Older children recognise letters in the environment, developing their early reading skills. They use mathematical language spontaneously in their play and explore quantities and the value of a number. Children initiate story time with the childminder. They bring books for her to read and demonstrate an interest in early literacy.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 303508                                                                            |
| <b>Local authority</b>             | Calderdale                                                                        |
| <b>Inspection number</b>           | 10072788                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 11                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 12 April 2016                                                                     |

The childminder registered in 1997 and lives in Greetland, Halifax. She works alongside her daughters, who are also registered childminders. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except for family holidays and bank holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

