

Childminder report

Inspection date	8 August 2019
Previous inspection date	29 June 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 develops close and sincere relationships with children. She is warm and caring. Children form strong bonds with the childminder. They are happy and emotionally secure in her care. Their emotional well-being is successfully promoted.
- The childminder implements a wide range of policies and procedures effectively. She assesses risk to minimise hazards in her home. This contributes towards her maintaining a safe and secure environment for children and helps parents and carers to feel confident about her provision.
- The childminder gathers comprehensive information from parents when children first start at the setting. This assists her to plan a wide range of pleasurable activities that support children's interests and what they need to learn next. Children make good progress.
- The childminder fully understands the importance of hygiene procedures. She has created a clean environment for children to access. Handwashing routines are enjoyable. Children joyfully sing rhymes to remind them of clear hygiene practices. This contributes to their good health and well-being.
- Other than mandatory training such as first aid and safeguarding, the childminder has not implemented a targeted programme of professional development to further enhance the quality of teaching and learning.
- The childminder thinks about the quality of the service she provides and strives to continually improve. However, she does not yet provide parents with regular opportunities to share their views and opinions of the setting overall.

What the setting needs to do to improve further

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

- enhance ongoing professional development so it is sharply focused on continually updating knowledge and raising the quality of practice and teaching to an even higher level
- provide parents with regular opportunities to share their views and opinions of the setting so they are more able to contribute to the self-evaluation of the overall service.

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 a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including a sample of policies and evidence of the suitability of adults living in the household.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector took account of parents' views through reading their written feedback.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder regularly refreshes her safeguarding knowledge by completing training. She wholly understands how to protect children in her care. The childminder knows how to report any concerns if she suspects a child is at risk of harm. Contact numbers for safeguarding authorities are easily accessible for the childminder and parents. The childminder has built good relationships with teachers at the local schools. Teachers visit the childminder's home before children start school. This promotes continuity in their care and learning. Parents are very complimentary about the childminder. They comment that their children always come home having learned something new and that their children have bloomed in the safe and caring environment which she offers. These positive relationships help children's confidence and self-esteem to flourish.

Quality of teaching, learning and assessment is good

The experienced childminder observes children and monitors their progress well. This helps her to identify where support may be needed to close any gaps in children's learning. The childminder promotes children's mathematical development effectively. For instance, she uses accurate language to improve children's awareness of numbers, colours and size. The childminder successfully promotes children's language and communication skills. She listens carefully, speaks clearly and gives children time to think and respond to questions she asks. Children's physical development is supported well. They benefit from daily exercise and fresh air in the childminder's garden. Children confidently play with electronic resources, which helps to support their understanding of technology.

Personal development, behaviour and welfare are good

The childminder acts as a positive role model. She reinforces appropriate behaviour and provides clear guidance to children. The childminder uses a sensitive approach and helps children to learn to share and take turns. Children play happily alongside each other and behave well. A gradual settling-in procedure that is agreed with parents, in accordance with their child's needs, helps children to feel emotionally secure. The childminder takes children to visit local places of interest, including libraries, parks and playgroups. These experiences help children to form relationships with other people and broaden their awareness of the wider community. The childminder provides children with healthy snacks and meals and teaches them how to stay safe. For instance, she reminds children to sit on their chairs safely.

Outcomes for children are good

Children are creative and imaginative learners. For instance, they engage in role-play activities, such as wrapping their babies up in blankets and taking them for walks in the garden. Children's counting and social skills are developing well. They excitedly play hide and seek outdoors and count accurately to 10 before they go and find their friends. Children demonstrate good independence skills. For example, they put on their shoes before they go outside. Children are motivated learners and are developing the essential skills they need for school.

Setting details

Unique reference number	EY336468
Local authority	Calderdale
Inspection number	10106326
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 June 2015

The childminder registered in 2006 and lives in Elland. She operates all year round from 7.30am to 5.15pm, Monday to Friday, except for bank holidays and family holidays.

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