

# Childminder report

<b>Inspection date</b>	7 August 2019
Previous inspection date	16 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 is a good role model who instils essential early social skills effectively. She supports children's developing understanding of behavioural expectations well. She enhances children's socialisation and friendships through a good range of outings, including toddler groups.
- Children, some of whom have been attending since they were babies, have secure emotional attachments to the warm and loving childminder. They show that they are happy and settled in the childminder's care.
- Children engage in a wide variety of activities and first-hand experiences, such as a trip on the bus or train. Children progress well and are keen, independent and confident learners.
- The childminder works closely with parents to settle children in and meet their ongoing individual care and learning needs. She keeps parents well informed about their children's learning and care routines through discussions and a shared daily record.
- The childminder supports children's communication and language development very well. She continuously holds interesting conversations with the children and introduces new vocabulary to them as she sits and plays alongside them.
- The childminder does not maximise opportunities for children to learn about the diversity of the world in which they live.
- The childminder does not optimise partnership working, to support children's transitions when they start a new setting and move between settings.
- The childminder does not specifically focus her professional development programme, in order to continue to improve her teaching skills to the highest level.

## What the setting needs to do to improve further

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

- extend opportunities for children to learn about the similarities and differences between themselves and others
- strengthen partnership working with other providers to support children's transitions and ensure a shared and consistent approach to their care and learning
- target plans for professional development more precisely to enhance the quality of teaching and achieve excellent outcomes for children.

### 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, including children's records of learning, training and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.

#### Inspector

Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her mandatory training up to date and attends additional safeguarding training. She can identify possible indicators of abuse and understands the procedures she must implement to help her to keep children protected. The childminder supervises toddlers effectively to minimise accidents. For example, she sits them in a high chair in the kitchen while she prepares a snack. The childminder shares information with parents about how she promotes children's development. This helps parents to understand what to expect for their children and how they can support this at home. The childminder reflects on her practice in some ways to improve certain aspects of practice and keep abreast of changes.

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

The childminder regularly assesses children's progress from their starting points for learning and uses this information to help her plan what they need to learn next. She knows the children well, which helps her to build on their individual interests and developmental needs. The childminder's enthusiasm helps children to focus and maintain engagement in activities. The childminder demonstrates how things work as children explore interesting objects from the sensory box. While young children investigate the resources she introduces new words to describe textures, such as rough, spiky and silky. The childminder introduces early mathematical concepts. For example, she encourages children to count spoons, ducks and pegs. Toddlers delight in exploring sounds while playing with musical instruments.

### Personal development, behaviour and welfare are good

The childminder successfully promotes children's physical well-being. For example, she models and encourages good hygiene routines and provides nutritious snacks and meals. Children are clearly familiar with daily routines and develop good levels of independence skills. For example, they readily stand on the foot step to wash their hands at the sink before snack time and enjoy helping to get their own water from the dispenser. The childminder uses excellent distraction techniques to redirect the focus of mischievous and adventurous toddlers.

### Outcomes for children are good

Children are developing many skills required for future learning such as moving on to nursery and then, ultimately, school. They are very sociable and have a positive approach to learning new skills. For example, children persevere until they catch a small beanbag on a wooden spoon. Toddlers actively explore their learning environment, demonstrating good large physical skills. Children delight in selecting items from the 'song bag' before singing a favourite song, and enjoy favourite stories. Such activities help them to develop early language and literacy skills.

## Setting details

<b>Unique reference number</b>	303542
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10070098
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	16 June 2015

The childminder registered in 1998 and lives in the Central Park area of Halifax. The childminder operates Monday to Friday, from 7.30am until 6pm, all year round, except for family holidays and bank holidays.

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