

Childminder report

Inspection date	20 August 2019
Previous inspection date	9 December 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 evaluates her practice effectively and seeks the views of parents and children. She uses her findings to make positive changes. For example, she has improved the resources in the garden for children who prefer to learn outdoors.
- The childminder knows the children well and understands how they learn and develop. She makes regular assessments of what children know and can do and she recognises any gaps in their development. The childminder acts swiftly to tailor play experiences to provide further support in these areas. All children make good progress in their learning.
- Children's emotional well-being is positively promoted. The childminder sets a strong emphasis on developing warm and trusting relationships with children. She is very calm and caring and helps children settle into the setting gradually. Children display a strong sense of security and clearly enjoy the time they spend in the childminder's care.
- The childminder is well organised. She implements clear policies and procedures and ensures that her premises are secure. The childminder assesses risk to minimise hazards in the play environment. This helps her to promote children's safety and welfare at the highest level.
- Although partnerships with parents are good overall, the childminder does not consistently gather precise information about children's ongoing learning at home, in order to better complement their learning.
- The childminder does not consistently fully promote younger children's exploratory and investigative skills to the highest level during some planned activities.

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 parents to consistently share information in relation to their children's learning at home
- enhance the organisation of planned activities and teaching for younger children to provide them with even more opportunities to explore and investigate as they play.

Inspection activities

- The inspector observed the quality of teaching during activities 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 looked at the written evidence provided by the parents and took account of their views.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has an in-depth understanding of the possible signs and symptoms of abuse. She is aware of the wider issues surrounding child protection. Parents are complimentary about the childminder. They comment that she has supported their child to improve their speech and mobility and that they are delighted with the ongoing quality of care. These positive relationships help children's confidence and self-esteem to flourish. The childminder develops good working relationships with schools that children attend. This helps to ensure that children experience consistent early years care and learning. The childminder makes use of professional development activities. For instance, she has recently attended training to further develop her knowledge on nutrition.

Quality of teaching, learning and assessment is good

The experienced childminder gets down to children's level and joins in with their play with enthusiasm to promote their enjoyment and motivation to learn. She supports children's communication and language development well. For example, the childminder constantly talks with children about what they are doing and introduces new words, such as 'raspberry', at snack time. She provides good opportunities for children to develop their small-muscle skills. For instance, children are encouraged to carefully pour water into cornflour and use whisks to blend it together. The childminder makes the most of opportunities that arise to build on children's good mathematical skills. For instance, she encourages children to count the number of bubbles which float gently up into the sky. Children engage well during song time and join in with actions, which helps to support their physical skills further.

Personal development, behaviour and welfare are good

The childminder offers a warm and welcoming environment. Children have access to a range of stimulating resources which extend their learning across all areas of the curriculum. The childminder enables children to socialise and become aware of people in their community. For example, they go to local playgroups, play gyms and parks. These visits help children to make relationships and learn to respect people of different ages, cultural beliefs and abilities. Children's behaviour is managed well. The childminder models calm, respectful and polite behaviour. She consistently offers praise and encouragement to help children achieve well and grow in confidence. Children's physical well-being is effectively supported. For instance, they benefit from healthy meals and snacks and spend time in the garden every day.

Outcomes for children are good

Children are confident and self-assured individuals. They demonstrate good hygiene routines, such as washing their hands before they eat food. Children are creative and imaginative learners. For instance, they engage in role-play activities, such as feeding their babies and taking them for walks. Children seek interaction from others and develop good social skills. They are learning the key skills they will need for their move on to school.

Setting details

Unique reference number	311099
Local authority	Kirklees
Inspection number	10063954
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	9 December 2015

The childminder registered in 1998 and lives in Huddersfield. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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