

# Childminder report

<b>Inspection date</b>	14 August 2019
Previous inspection date	8 July 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

- Partnerships with parents are highly effective. The childminder engages in open two-way communication with parents. She welcomes their feedback and shares key information about the progress that their child is making. This helps to ensure a consistent approach towards a child's learning both in the setting and at home.
- The childminder has implemented an effective system to help her swiftly identify any gaps in children's learning. She responds promptly and plans effective interventions to help close these. The childminder shares this information with parents and makes referrals to other professionals where required. This helps to ensure children receive the early help that they need.
- Children's behaviour is good. The childminder builds strong relationships with children. She teaches them to be respectful, kind and sensitive towards others. The childminder is a wonderful role model to children, with her kind and friendly approach.
- The childminder has embedded effective settling-in arrangements. She collects detailed information about children's care routines and stages of learning when they first start at the setting. The childminder uses this information to start tracking children's progress according to their starting points. She plans familiar care routines and play equipment to help children settle in quickly.
- The childminder has not embedded an effective system to help her evaluate the quality of teaching. She has not developed a well-established programme of professional development, to help improve her knowledge and skills to the highest levels.
- The childminder does not consistently allow children enough time to problem solve and work things out for themselves independently during play.

## What the setting needs to do to improve further

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

- refine the systems used to evaluate the quality of teaching and access further training, to help to extend knowledge and skills to the highest levels
- allow children more time to problem solve and work things out for themselves independently during play.

### Inspection activities

- The inspector had a tour of the premises with the childminder.
- The inspector held discussions with parents and children during the inspection and considered their views.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation with the childminder and considered her views.
- The inspector had discussions with the childminder at convenient times during the inspection. She reviewed a sample of relevant documents, including policies, procedures and other records regarding health and safety.

**Inspector**  
Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular training and her own research online to keep up to date with current child protection issues. The childminder can confidently recognise the signs and symptoms of abuse and neglect. She has a secure understanding of the necessary procedures to follow should she have a concern about a child's welfare. The childminder ensures all adults living and working on the premises have the necessary suitability checks in place. This helps to ensure all adults who have access to children are safe and suitable. The childminder completes thorough daily reviews to minimise any hazards and provides a clean, safe and welcoming environment for children. This helps to ensure children's health, safety and well-being.

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

The childminder closely monitors children's learning. She completes thorough observations of children's achievements during their play. The childminder uses this information to track their progress according to the early years foundation stage. She incorporates children's individual interests and their next stages of learning into highly stimulating provision and activity plans. This helps to keep children motivated and engaged in their learning. The childminder uses her good questioning skills to involve children in reading stories. For example, she encourages children to look at different pictures in books and predict what will happen. Children thoroughly enjoy helping to read stories about pirates. They sing nursery rhymes and recall missing words in songs. This helps to build on children's communication, language and literacy skills well.

### Personal development, behaviour and welfare are good

The childminder encourages children to practise their good independent self-care skills. For example, children help to take care of their own personal hygiene as they wash their hands and faces at mealtimes. The childminder provides a range of healthy snacks for children throughout the day. She works closely with parents to ensure the lunchtime meals that they provide for their child are nutritious. The childminder plans regular outings to extend children's experiences and understanding of the world around them. Children learn how to make new friends and build on their social skills as they access local playgroups. They take walks in the local area and access parks to develop their physical skills, for instance when using large climbing equipment.

### Outcomes for children are good

Children are confident, happy and resilient learners. They develop good mathematical skills as they learn to measure length and categorise various items according to size. Children are making consistently good rates of progress and any gaps in their development begin to close quickly. Children are well prepared for their next stages of learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY240906
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10106460
<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>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	8 July 2015

The childminder registered in 2002. She provides sessions Monday to Thursday, all year round, except for family holidays and bank holidays. These sessions run from 7.30am until 6pm. The childminder holds a relevant level 3 childcare qualification. She offers funded early education for two-, three- and four-year-old children.

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.

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