

Childminder report

Inspection date: 28 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children feel safe in the environment. They have a strong relationship with the childminder and demonstrate their happiness as they laugh and smile contentedly during play. The childminder consistently and successfully develops children's vocabulary skills. She supports children to learn songs and rhymes. She frequently repeats words back to children, correcting pronunciation and offering new words. Children maintain attention for prolonged periods of time. However, the childminder does not develop children's emerging interests well enough as they play and explore. This limits their learning. The childminder frequently supports children with their emotional well-being and independence. She provides children with positive praise for their achievements and supports them to manage their own tasks, such as putting on a pair of gloves by themselves. The childminder has high expectations of children. Consequently, children's behaviour is consistently good. They listen carefully to the childminder and follow instructions well. Children are eager to learn. They persevere, ask questions and discuss how to solve problems with the childminder. The methods used by the childminder to assess children's progress and levels of attainment are not clear enough. This means that the childminder does not always plan precisely for children's next steps in learning.

What does the early years setting do well and what does it need to do better?

- The childminder has worked hard to improve and address the issues from the last inspection. She has implemented new procedures to ensure accurate record-keeping is in place for the treatment of accidents. Parents receive thorough information about any accidents that occur.
- Children are well prepared for starting school. However, assessment is not used effectively enough to inform future learning. Although the childminder has a good knowledge of children's learning, she does not consistently reflect on children's past achievements to help them securely reach their next steps. The childminder has developed systems to consult with outside agencies if a child is not developing as well as expected.
- Parents have good relationships with the childminder. They share information about their children regularly. The childminder often sends home images of the children engaging in activities. Children flourish in the environment and are confident when they talk to visitors.
- Communication and language skills are developed in all interactions between the childminder and children. Children speak in sentences about a range of topics. The childminder supports their language acquisition by offering vocabulary they have not used before and explaining the meaning. Children often attempt to copy new words they hear the childminder use.
- Children's mathematical skills are consistently developed. They have many opportunities to count and use language relating to size. For example, they sing

songs and attempt to take away, counting backwards from five to zero and then from 10 to zero. They exclaim with glee as they reach zero and jump in the air, making a rocket shape. They talk about big and little as they describe aeroplanes in the sky.

- Children have opportunities to develop a love of the outdoors as they splash in puddles in their wellies and whizz around the garden in toy cars, pretending to go shopping. They experience the feeling of cold as they explore ice with their hands and become fascinated as they look through it. The childminder does not consistently develop their emerging interests to an even higher extent. She does not extend children's new ideas and fascinations in her questioning techniques, missing opportunities to deepen understanding at a high level.
- The childminder sensitively develops children's skills in being kind to others and using manners. The childminder respects the children, for example, when she asks permission before wiping their nose. Children know the routines and behavioural expectations. They tidy up independently without being asked and then proudly announce they have completed their work.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection the childminder has improved her knowledge of procedures to follow if she is worried about a child. She is committed to keeping her safeguarding knowledge up to date and has attended training. She recognises the signs and symptoms of abuse. The childminder identifies potential risks to children and removes them.

What does the setting need to do to improve?

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

- sharply focus assessment processes in order to plan precisely for children's next steps
- recognise and develop children's emerging interests to a greater extent in order to increase their knowledge and skills to a high level.

Setting details

Unique reference number	303595
Local authority	Calderdale
Inspection number	10111880
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 1995 and she lives in the Ilingworth area of Halifax. The childminder operates Monday to Friday from 7.30am to 5.30pm all year round, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- The inspector observed the activities indoors and outdoors.
- The inspector observed the interactions between the childminder and children.
- The inspector talked to children and jointly evaluated an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation and evidence of risk assessments, accident and injury reporting and safeguarding procedures.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019