

Childminder Report

Inspection date

23 April 2018

Previous inspection date

6 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 plans activities that are fun and follow the children's interests. Children show good concentration and engagement. This supports children to make good progress during their time in the setting.
- Children's behaviour is good and they cooperate with others well. The childminder consistently encourages and praises their achievements. This helps to promote children's self-esteem and confidence successfully.
- Partnerships with parents are strong. Parents are complimentary about the quality of care and learning provided. For example, one comments, 'The childminder offers a safe, secure, loving, fun and varied setting.'
- The childminder works closely with other professionals. For example, she shares key information with teachers at nursery and school and often visits new settings with the children. These positive relationships help to promote continuity in the children's care and learning effectively.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to further promote children's technological skills.
- The childminder does not sharply focus professional development opportunities to help to further raise the quality of teaching and learning in the setting.

What the setting needs to do to improve further

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

- exploit opportunities to further develop children's technological skills
- focus professional development opportunities more sharply to help raise the quality of teaching and learning to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at the children's assessment records, policies and procedures and training records. She discussed self-evaluation with the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of the views of parents received as written feedback for the inspection.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge up to date about safeguarding matters. For example, she attends a termly network meeting with the local authority. She can identify possible signs and symptoms of abuse and understands how to follow the detailed policies and procedures she has in place. The childminder reflects on the quality of her setting regularly. For example, she completes quality audits of the environment. She links up with the local authority advisor to help her to identify and make improvements in the setting. One example of this, is adding extra labels and print in the environment to help further support children's literacy skills.

Quality of teaching, learning and assessment is good

The childminder gathers information when children first start at the setting and keeps parents well informed about their child's progress. She observes and tracks the children's progress and uses this information to plan activities that are well suited to their abilities, overall. For example, children identify numerals and then represent this with the correct number of items, such as cars or pegs. The childminder models how to count the objects accurately. She asks questions to challenge children's thinking, such as, 'Do we need more or less?' Babies show delight and join in while they place items on the number cards and touch them with their fingers. Children enjoy singing a variety of songs with props and work out simple calculations, such as subtraction. This helps to promote children's communication and mathematical skills well.

Personal development, behaviour and welfare are good

Children enjoy being close to the childminder and go to her for reassurance or when feeling tired. This helps to promote children's emotional well-being successfully. The childminder encourages children to be independent. For example, they practise putting on their own shoes and coats to go outdoors. Children are encouraged and supported when toileting and washing their hands. The childminder takes the children to a variety of places in the local area, such as a singing and music sessions. Children enjoy being outside, where they run, climb and practise using ride-on toys. This helps to foster their physical skills effectively.

Outcomes for children are good

Children develop close friendships and learn vital social skills. They are imaginative, for example, they pretend to drive a wooden tractor and look after their 'babies'. They learn how to problem solve, such as persevering with how to fit jigsaw pieces together. Children work in line with expectations for their age and develop key skills in readiness for school and their future learning.

Setting details

Unique reference number	310812
Local authority	Kirklees
Inspection number	1063991
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	6 November 2013
Telephone number	

The childminder registered in 1993. The childminder operates all year round, from 7.30am until 5.30pm, Monday to Friday, except bank holidays and family holidays.

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