

# Childminder Report

**Inspection date**

23 May 2016

Previous inspection date

16 June 2010

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Outstanding | 1        |
| 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 and her assistant provide a welcoming and stimulating environment. Children have access to a good range of quality toys and equipment. They are encouraged to be independent and make choices in their learning.
- Children are very happy and settled in the care of the childminder. They have formed close attachments with the childminder and her assistant, helping children to feel safe and secure.
- The childminder completes accurate assessments of children's learning and development. She uses these to plan activities and experiences, supporting children's interests and next steps in development. Children make good progress in their learning.
- The childminder is an excellent role model. She successfully promotes good behaviour and supports children to share and take turns. She reinforces manners and encourages children to form positive relationships with each other.
- Children are kept safe in the childminder's care. The childminder has a good awareness of child protection procedures and recognises any possible signs of children being at risk from harm.

### It is not yet outstanding because:

- The childminder does not provide enough opportunities to extend and challenge young children's language and thinking skills.
- The childminder does not make the best use of monitoring and evaluation information or have a strong enough focus on professional development to raise the good quality of her and her assistant's teaching further.

## What the setting needs to do to improve further

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

- provide a higher level of challenge to extend young children's thinking and language skills
- focus the programme of continuous professional development and self-evaluation more precisely on raising the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the childminder's practice and her engagement with children throughout the inspection.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability, qualifications and recent training completed by the childminder and her assistant. She also checked evidence of the suitability of all household members.
- The inspector viewed children's files and assessment records, relevant policies, procedures and health and safety documents.
- The inspector spoke to a small number of parents and took account of their written views.

### Inspector

Tara Street

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder creates a safe environment for children to play in and supervises them well. She regularly conducts risk assessments to manage and minimise potential risks in her home and on local outings. The childminder has clear procedures in place to check the suitability and practice of her assistant. Overall, they work successfully together to maintain the good standard of their provision. She effectively evaluates the quality of her provision and seeks the views of parents and children through questionnaires. The monitoring of the educational programmes and tracking arrangements are effectively supporting children's continued good progress. The childminder shares information with other settings children attend, to support continuity in their care and learning.

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

The childminder has a good understanding of how children learn through play and plans a range of interesting activities for them. Children enjoy opportunities to plant potatoes, blueberries and carrots in containers and to build their own bug hotel in the garden. Children show they are developing good levels of concentration, relative to their individual stages of development. Young children develop their senses as they use their fingers to explore the texture of dough and roll balls through paint. The childminder helps children to develop their physical skills and their hand-to-eye coordination through creative activities. Children enjoy playing with a wide range of different sized and textured balls. They confidently push and kick them towards the childminder who sensitively joins in their play.

### Personal development, behaviour and welfare are good

Young children enjoy the childminder's praise, cuddles and reassurance as they play. The childminder has a calm manner and children are encouraged to listen to her and each other. Parents report that the childminder is great with the children and they cannot fault the care and attention that children receive. The childminder promotes children's healthy lifestyles successfully. She encourages healthy eating and good personal hygiene. Children have plenty of opportunities to play outdoors, be physically active and develop their social skills. The childminder regularly takes children to visit places of interest, including the park, library and local groups.

### Outcomes for children are good

All children make good progress from their starting points. They enjoy learning through varied and stimulating play activities. Young children demonstrate good self-care skills as they feed themselves and independently drink from beakers. Older children develop their writing skills. They are beginning to recognise letters in their name and to write these themselves. Children are developing their understanding of diversity. They learn about the wider world and other cultures through role-play experiences, such as dressing up and trying different foods. Children are acquiring the key skills that prepare them well for their next stages in learning, such as starting nursery or school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 311032                                                                            |
| <b>Local authority</b>             | Kirklees                                                                          |
| <b>Inspection number</b>           | 855272                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 10                                                                            |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 24                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 16 June 2010                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 1997 and lives in the Birstall area of Batley. She works with an assistant. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

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