

Childminder report

Inspection date	15 July 2019
Previous inspection date	23 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has fully addressed the actions and recommendations set at her last inspection. She accurately evaluates the quality of her setting. The childminder gathers the views of her assistants, parents and children to help to support continual improvement.
- Parents speak extremely highly of the childminder and the quality of care and varied learning experiences that she provides. They particularly value the childminder's home visits to discuss and review their children's learning and development. Parents describe the childminder's setting as a home from home.
- Children thrive and display a strong sense of security in the childminder's care. They form extremely close emotional attachments to the childminder. She provides a very nurturing, welcoming and homely environment for children.
- The childminder supports children to develop a deep understanding of the world. She takes children on a wide range of outings, including visits to the farm and the pet shop to help enrich their learning. Young children name different animals accurately and state that eggs come from chickens. They confidently identify that cows need eyes to see.
- The childminder supports children with special educational needs/and or disabilities (SEND) effectively. She works closely with a range of other professionals and settings that children attend to help them to make good progress and develop well.
- The childminder strongly supports the development of children's speaking skills. She focuses children's listening skills, asks thought-provoking questions and encourages them to join in conversations. The childminder introduces new words to help extend children's learning. Young children use a wide vocabulary and speak with confidence, using well-constructed sentences.
- Occasionally, the childminder overly directs children's art work during adult-led creative activities. At times, this restricts their own expressive ideas and independent creativity.

What the setting needs to do to improve further

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

- enhance adult-led creative activities to give consistent opportunities for children to be independently creative and express their own ideas.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistants and children at appropriate times during the inspection.
- The inspector viewed relevant documentation, including complaints records, suitability checks, policies and procedures and children's learning records.
- The inspector completed a joint evaluation of a planned activity with the childminder.
- The inspector discussed the childminder's self-evaluation. She took account of the views of parents spoken to during the inspection and from written comments.

Inspector

Angela Sugden

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures that all of her assistants' suitability has been checked by Ofsted. She also ensures that her assistants understand how to keep children safe from harm, including their responsibility with regard to the 'Prevent' duty. The childminder implements effective fire evacuation procedures to help to keep children safe in an emergency. She provides her assistants with supervision, staff meetings and a planned approach to their individual training needs. This helps them to understand their role and supports good teaching. The childminder makes accurate assessments of children's development and monitors their progress each term. This helps her to identify where children are progressing well and any areas where further support is needed. The childminder develops strong relationships with schools and works closely with teachers. This helps to support a consistent approach for children's learning and a smooth move to school.

Quality of teaching, learning and assessment is good

The qualified childminder gathers detailed information from parents about their children's development. She uses this well to help her to plan for children's learning from the start. The childminder skilfully uses boys' interest in cars to support their mathematical understanding. They develop their counting skills, make comparisons, identify position and complete simple addition as they add the number of cars that they have together. The childminder encourages children to mix red and white coloured paints together. Children confidently identify that this combination makes pink. The childminder teaches children specific skills well. For example, she shows them how to sprinkle glitter between their thumb and finger and how to twist the lid to open the glue sticks.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They play extremely well together, share and take turns. The childminder is an excellent role model. Children are extremely polite, display very good manners and are kind. They are wonderfully helpful as they clean the table and set it for lunch. The childminder has high expectations of children and consistently encourages their independence skills. Young children display excellent self-help abilities. For example, they put on and take off their own shoes and place them neatly in the entrance hall. The childminder provides children with a wide range of healthy snacks and nutritious, freshly prepared meals. Children display marvellous physical control of their bodies during physical activity. They understand the benefits and importance of developing healthy lifestyles.

Outcomes for children are good

All children make good progress in their learning and development, including those with SEND. Children are interested in books and use them carefully and independently. They are motivated in their learning. Children play imaginatively, acting out familiar roles, including feeding the dolls and putting them to bed. Younger children use a good pencil grip and learn to write their name. Children develop the skills and attitudes that they need for the future and are well prepared for school.

Setting details

Unique reference number	EY254865
Local authority	Calderdale
Inspection number	10078282
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	18
Number of children on roll	24
Date of previous inspection	23 August 2018

The childminder registered in 2003. She lives in the Rishworth area of Sowerby Bridge. She employs three assistants and works with two of them at any one time. The childminder operates Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 7.30am until 6pm. The childminder provides funded early education for three- and four-year-old children. The childminder holds a childcare qualification at level 3.

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