

# Childminder Report

**Inspection date**

25 August 2017

Previous inspection date

11 September 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------------|----------|
|                                                               | Previous inspection:    | Requires Improvement | 3        |
| 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 has taken positive action to raise children's care and learning to a good standard. She works closely with the local authority to address weaknesses. She has accessed additional training and has plans to support the continuing improvement of her and her assistant's practice.
- Strong partnerships with parents and other providers ensure information about children's progress is shared. Assessments of children's learning are accurate and are used effectively to plan for children's next steps. Parents are given information about how to support their children's learning at home.
- The childminder takes into account children's interests and abilities when planning. Activities are tailored to meet their individual learning needs. The childminder gives them time to play uninterrupted with chosen activities and children concentrate well.
- Children can easily access resources. They move them freely from the indoors to the outdoors. They use small-world vehicles to make patterns in sand and paint. They explore mathematical concepts, such as distance and speed, when they race their cars down the slide.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to challenge older children's thinking about what might happen next or predict how things might end.
- Children are not fully supported to make connections between their different learning experiences.

## What the setting needs to do to improve further

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

- provide older children with more opportunities to make predictions and anticipate what might happen next
- help children to make links between their different learning experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and 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 and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure understanding of the signs that indicate a child might be at risk from harm. They know the procedures to follow if they have a concern about a child's welfare. The childminder keeps up to date through training and independent reading. She reviews her assistant's practice and sets targets for improvement. The childminder promotes equality and diversity throughout her practice. She is a good role model, teaching children to be kind and respectful. The childminder provides children with a broad curriculum that targets their individual learning needs. She seeks the views of parents and involves children in planning activities. Parents are happy with the care the childminder provides. They comment that children feel happy and secure in her care and love her cuddles.

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

Children enjoy child-led learning, supported effectively, overall, by the childminder and her assistant. Parents contribute to initial assessments of children's starting points. They are kept informed about their children's progress. The childminder encourages parents to share information about their children's learning at home. The assistant uses spontaneous opportunities well to extend children's learning. For example, they explore how a spider moves and discuss why worms appear in the garden after it has rained. Communication is promoted well. The childminder talks to children during their play about their friends and family. Mathematics is promoted throughout children's play. They begin to count past 10 and identify how many objects are in a group. The childminder prompts them to see if they can guess which number comes next. Children develop literacy skills. They listen to stories and begin to practise early writing. Children enjoy trips that enhance their learning. They regularly walk in their local community and sometimes travel by bus.

### Personal development, behaviour and welfare are good

Children are settled and confident in this homely environment. The childminder keeps them safe, teaching them road safety and about the professionals who protect them. Children learn to use good manners and begin to manage their own behaviour. They play outside and learn why exercise is important. They test their skills as they throw balls and stretch to catch them. The childminder promotes children's independence in personal care routines ready for the move to school. They demonstrate good social skills and build friendships with a diverse group of children at the local playgroup.

### Outcomes for children are good

Children make good progress from their starting points. They develop a wide range of skills that helps to prepare them for their future learning. They are confident around visitors. They demonstrate good levels of self-esteem and perseverance which helps them to become successful learners. Through stories and role play, children are helped to learn about the wider world and other people.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY281156                                                                          |
| <b>Local authority</b>             | Kirklees                                                                          |
| <b>Inspection number</b>           | 1058240                                                                           |
| <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 - 7                                                                             |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 2                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 11 September 2015                                                                 |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2004 and lives in Huddersfield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder sometimes works with her husband who is her assistant. The childminder and her assistant hold relevant qualifications at level 3.

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