

Childminder Report

Inspection date

19 June 2015

Previous inspection date

29 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder provides a welcoming and stimulating environment for children. She makes sure children can play with a wide range of activities and resources. Consequently, children make good progress in their learning, which means they acquire the skills needed to prepare them for school.
- Children have good opportunities to make safe and independent choices in their play, which means they approach their play with enthusiasm. For example, younger children have great fun using their imagination when they decide to play with the doll's house.
- Children have good relationships with the childminder and they feel safe, happy and settled in her care. The childminder is fully aware of children's individual care needs and she meets these well to promote continuity for children.
- The childminder is organised and she works well with others involved in children's care to make sure the day runs smoothly for children. The childminder has a high regard for the safety of children. She has a good awareness of child protection issues, which means that she safeguards children effectively.
- The childminder is well qualified and she has a strong commitment to training to promote her professional development. She uses ideas from training to drive forward improvement, such as exploring ways to involve parents in children's learning so that they work together to meet children's individual learning needs.

It is not yet outstanding because:

- The childminder's teaching is not consistently supporting children's rapid progress.
- The childminder is not always prioritising areas identified as needing improvements to make sure children are supported to achieve at the highest level.

What the setting needs to do to improve further

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

- strengthen teaching during group activities to make sure that they are sharply focused and fully support children's individual learning, so that children make the best possible progress
- build on action planning to make sure identified areas to improve are prioritised and the action taken is sharply focused to support children to achieve and learn at the highest level.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated a planned activity with the childminder.
- The inspector discussed self-evaluation, action planning and children's learning with the childminder. She looked at a selection of children's records, planning information, suitability checks and qualification certificates.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspection of the co-childminder took place on the same day.

Inspector

Helen Blackburn

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a secure understanding of how young children learn. She regularly observes children and completes assessments so that she has a good awareness of children's learning needs. Overall, she plans individual activities to meet these identified needs, such as using conversations to support younger children's communication skills. On the other hand, during some group activities, the childminder is not always using her expert knowledge of children to challenge them to make the best possible progress. As a result, when playing with the treasure items some children quickly lose interest and start to wander off. The children are inquisitive and creative learners. Children enjoy using the clothes pegs in different ways. For example, younger children use them to sort and match and older children fix them together to create rockets. The childminder is actively involved in children's play and children enjoy her company. For example, they listen to her attentively when she explains the story behind Noah's ark.

The contribution of the early years provision to the well-being of children is good

The childminder makes good use of settling-in visits to get to know children. When children first start, she gathers detailed information from parents about children's needs. Furthermore, through diaries and discussions she frequently informs parents about their child's day and care. The childminder takes children to groups so that they have good opportunities to mix socially with other children. As a result, children have the confidence to embrace change, such as starting school or nursery. The childminder effectively promotes children's good health and self-care skills. She provides a healthy menu and encourages children to independently manage their own hygiene needs. Children have good opportunities to play outdoors, which encourages them to be active and physical. The childminder provides clear and consistent boundaries for children and she positively praises their achievements. As a result, children behave well and they have high self-esteem and confidence in their own abilities.

The effectiveness of the leadership and management of the early years provision is good

The childminder maintains all required records and implements effective policies and procedures to safeguard children. The childminder supervises children well and through risk assessments and safety checks she keeps children safe. The childminder has a strong commitment to improve. She has monthly targets and action plans in place to support her in improving her service. Since the last inspection, these now include the views of others. Occasionally, these action plans are more focused on tasks the childminder wants to complete rather than on improving learning. For example, the childminder includes timely actions for sending out newsletters and updating risk assessments, but she has not prioritised promoting literacy for boys, an area she has identified needs developing. The childminder works well with parents and other agencies involved in children's learning to promote continuity for children. Parents say their children are happy and that the childminder meets their individual needs.

Setting details

Unique reference number	EY319237
Local authority	Wakefield
Inspection number	862339
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	25
Name of provider	
Date of previous inspection	29 April 2009
Telephone number	

The childminder was registered in 2005 and lives in Altofts, Wakefield. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with her husband who is also a registered childminder.

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