

Childminder report

Inspection date	13 December 2018
Previous inspection date	31 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 implements a variety of records, policies and procedures, which helps to support her good practice. She carries out daily safety checks to reduce any hazards. This helps her to promote children's safety and welfare to a high level.
- The childminder observes children's progress and interests, and tracks their developmental stages. She uses this information well to plan next steps in learning for each child. Children make good progress.
- The childminder has good partnerships with parents and regularly speaks with them about their children's learning and development. Parents comment very positively about the care and learning experiences their children receive, commenting that they are 'over the moon' with the service she provides.
- The childminder provides an inviting play environment for children with a good range of activities to promote their learning. Children enjoy outdoor play, which supports their health and physical development.
- The childminder does not always gather detailed information from all parents about what children can already do and what they know when they first start.
- The childminder has not fully explored further ways to enhance her current level of knowledge and understanding, to extend her teaching skills to an even higher level.

What the setting needs to do to improve further

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

- gather more comprehensive information from all parents about children's achievements and skills on entry
- maximise professional development opportunities to help improve teaching skills to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. She spoke with children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of written views from the parents.
- The inspector had a tour of the areas of the home used for childminding purposes.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of the possible signs and symptoms of abuse and neglect and of how to report any concerns regarding children's safety or welfare. The childminder identifies priorities to improve her provision. For instance, she has recently purchased additional books to enhance the book area. Parents and children contribute to the evaluation of the service through questionnaires. The childminder has established valuable links with other early years settings that children attend. This ensures there is continuity in their learning and development.

Quality of teaching, learning and assessment is good

The childminder is skilled at following children's lead. She listens attentively to what children say and allows them time to have their own ideas in play. This helps to keep children stimulated and motivated in their learning. The childminder challenges children's thinking effectively. For example, she encourages children to consider what a doctor might prescribe to make them feel better. The childminder promotes children's mathematical learning well. For example, she takes every opportunity that arises to help children to count, compare size and identify shapes. The childminder has many books and reads stories to children. This supports children's literacy skills well.

Personal development, behaviour and welfare are good

The childminder develops strong emotional bonds with children from the start. Children are happy and settled, and the childminder is caring and attentive to their needs. Children relish the childminder's company and are keen for her to join in their play. Children benefit from a range of outings in the local and wider community. They develop a strong sense of themselves and their environment as they learn about the differences between themselves, other people and communities. Good standards of hygiene and nutritious snacks and meals help to promote children's health. Children's behaviour is good. The childminder provides gentle, consistent reminders to help children to understand the simple rules and boundaries within her home.

Outcomes for children are good

Children are confident in their environment and have a positive attitude towards learning. They engage well in conversations and are beginning to use more complex sentences. Children demonstrate good hand-to-eye coordination as they use small utensils to roll, cut and pummel dough. They practise their early mark-making skills and show good control in small movements. Children make independent choices about their learning as they confidently select from a range of resources. Children are developing key skills for their future learning, including for their eventual move on to school.

Setting details

Unique reference number	EY320070
Local authority	Kirklees
Inspection number	10070853
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 March 2015

The childminder registered in 2005 and lives in Batley. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except during bank holidays and family holidays. She holds an appropriate childcare qualification equivalent to level 3.

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