

Childminder report

Inspection date	7 August 2019
Previous inspection date	10 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Outstanding	2 1
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

- Children have secure bonds with the childminder. They show confidence in asking for her help and benefit from the childminder's consistent praise and support. This has a positive impact on children's emotional well-being.
- The childminder is fully committed to developing her knowledge and skills further. She enjoys attending training courses and has clear plans to continually develop herself professionally.
- All children make good progress in their learning. They are prepared well for school and are motivated to learn.
- Children behave well. Young children listen and pay attention. They use good manners and help to clear away after activities.
- The childminder develops good partnerships with parents to ensure consistency in children's care and learning. Parents are complimentary about the quality of care their children receive.
- Occasionally, the childminder misses opportunities during children's play to extend and build upon their mathematical learning.
- The childminder has not fully developed the self-evaluation of her practice to include the views of all parents.

What the setting needs to do to improve further

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

- make better use of everyday opportunities that further extend children's enjoyment and understanding of early mathematics
- develop the self-evaluation process further and include the views of all parents when identifying ways of continually improving the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching during activities and evaluated how this supports children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents during the inspection.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, including risk assessments and policies and procedures, and discussed the childminder's self-evaluation.

Inspector

Helen Sanders

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder completes suitable child protection training. She is aware of the signs of abuse and knows the local referral procedures to follow if she is concerned about a child in her care. The childminder regularly checks the environment for possible risks and takes appropriate steps to minimise or remove potential hazards. She completes and regularly updates risk assessments of the premises and for outings into the wider community. The childminder meets with other local childminders and shares ideas for good practice. The assessment and monitoring of children's progress is precise. This enables the childminder to identify any gaps or delays in children's learning quickly and address them.

Quality of teaching, learning and assessment is good

The childminder regularly observes children to track their progress. She offers a good range of play opportunities that promote children's learning and development. Children show good levels of concentration and perseverance. For example, when playing games, children take turns to roll the dice and move their counters around the board. The childminder provides plenty of opportunities for children to practise their physical skills. For example, children display good hand-to-eye coordination when playing air hockey and celebrate when they score a goal. Overall, the childminder supports children's language development well. For example, she constantly talks with children about what they are doing and introduces new words as they play.

Personal development, behaviour and welfare are good

The childminder is a good role model for children. She encourages them to be kind to each other and take care of living things, such as plants and animals. The childminder gets to know children and their families well. A good range of information is gathered from parents on home visits and during settling-in sessions. This helps the childminder to settle children when they first start. The childminder creates a warm and welcoming environment. She has a range of resources which children access independently. The childminder ensures that children eat healthy meals and snacks. She works closely with parents to make sure that children's individual dietary and care needs are known and followed. The childminder praises children's efforts and achievements and offers clear explanations as children learn to show consideration for others.

Outcomes for children are good

Children are gaining skills for their future learning. They are confident and inquisitive learners who are eager to join in. Children are supported to acquire self-care skills, such as putting on their own shoes before they go outside to play.

Setting details

Unique reference number	EY360130
Local authority	Kirklees
Inspection number	10117433
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	6
Number of children on roll	15
Date of previous inspection	10 May 2016

The childminder registered in 2007 and lives in Dewsbury, West Yorkshire. She operates Monday to Friday from 7am to 6pm during term time and from 9am to 3pm during school holidays. The childminder provides funded early education for children aged two, three and four years. She holds an appropriate early years qualification at level 3 and employs two assistants.

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