

Childminder report



Inspection date	21 January 2019
Previous inspection date	10 October 2014

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 sensitively encourages younger children to take turns and share when minor age-appropriate disagreements occur. For instance, she duplicates the more popular resources to help minimise frustration and conflict. The childminder uses simple explanations to help younger children to understand why boundaries exist and uses effective distraction techniques.
- The childminder extends children's learning effectively through her motivating interactions. She successfully builds on babies' and younger children's developing early communication and language skills.
- The childminder helps to promote children's physical well-being effectively. She models and encourages good hygiene routines and carefully plans meals across the week to ensure children have a balanced and healthy diet. She makes use of facilities in the local community to build on children's confidence in their large physical skills.
- The childminder plans an exceptional range of enthralling, challenging and engaging activities for children aged 18 months upwards, based on their interests and next steps in learning. These help them to make good progress and develop essential skills for future learning.
- Children have secure emotional attachments to the childminder, who works closely with parents to meet children's individual needs. The childminder keeps parents well informed about their children's daily care routines and ongoing learning.
- The childminder does not consistently target planning for babies' next steps in learning precisely and optimise the learning environment to support their progress to the highest level.
- The childminder does not maximise partnership working with others to support children's transitions and promote a highly consistent approach to children's care and learning.
- The childminder's self-evaluation and continuous improvement, including continued professional development, are not focused precisely enough on what would have the greatest impact on children's learning and the overall quality of her provision for all age groups.

What the setting needs to do to improve further

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

- strengthen the teaching for babies and give greater consideration to the organisation of the learning environment to optimise their engagement and learning
- enhance partnership working with other providers as children move between settings, to create a more consistent approach to their care and learning
- clearly identify what would have the greatest impact on the quality of teaching and learning for all age groups, to raise this to an outstanding level.

Inspection activities

- The inspector observed activities indoors and the interactions between the childminder and the children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documents, children's records of learning, and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector viewed written feedback from parents.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of the signs that children may be at risk of harm. She fully understands the reporting procedures, should she have concerns of a child protection nature. The childminder carries out good risk assessments and uses a range of safety equipment to help ensure that the premises are safe for children to play. The childminder informally identifies some areas for improvement and further training. This helps her to keep abreast of changes, specifically in respect of the safeguarding and welfare requirements. Parents are actively encouraged to share their views about the childminding service, for example, through questionnaires.

Quality of teaching, learning and assessment is good

The childminder regularly shares insightful records of learning with parents, which she encourages them to comment on. She closely monitors children's achievements and shares information with parents about what they need to master next and how they can support learning at home. Toddlers and two-year-old children eagerly take part in exciting sensory play, based on a winter theme. They actively explore and investigate media that ignites their natural curiosity as learners, such as ice cubes, foam, rice and flour. The childminder sustains their interest and enhances their enjoyment and fun through her own enthusiasm, modelling and questioning. For example, she created foam footprints with the polar animals and suggested making a snowball by rolling the ice cube in flour. She described textures, including the soft flour, the cold and slippery ice cube and the smooth foam.

Personal development, behaviour and welfare are good

Babies and young children are happy and confident. The childminder gathers important information from parents on entry, to help children to settle in. As part of this, she closely follows home routines, which helps her to foster children's sense of security. She updates parents about their children's day through an informative daily diary, for instance. Babies babble and make sounds in response to the childminder's lively conversations as she attempts to engage them in the sensory activity. The childminder widens young children's and babies' social experiences, for example, through visits to the local park, toddler group and library. The childminder models and encourages good hygiene routines, helping her to promote children's good health. She supports toddlers' and young children's independence and self-care skills during care routines; they delight in chopping up their banana.

Outcomes for children are good

Toddlers and young children show good focus and concentration, and they have a positive approach to learning. They are active learners who are keen to take part in activities. They are developing essential early mathematical and literacy skills. For example, they make marks with coloured ice blocks on large pieces of paper and match pairs of gloves and hats that have the same pattern. Babies enjoy the social interactions with adults and their peers and delight in finding their voice.

Setting details

Unique reference number	EY401383
Local authority	Kirklees
Inspection number	10069466
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	21
Date of previous inspection	10 October 2014

The childminder registered in 2009. She lives in the Moldgreen area of Huddersfield. Her husband is registered as an assistant, solely for emergency back-up care. The childminder is open Monday to Friday from 7am to 5.30pm all year round, except for bank holidays and family holidays.

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