

Childminder Report

Inspection date

18 June 2018

Previous inspection date

12 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 responds to children's explorations and is skilled at following their lead. She recognises that children learn at different rates and adjusts the level of support and challenge for different age groups.
- Older children develop the skills they need to start school. They name irregular shapes and recognise numerals as they play creatively. Children make very good progress in their mathematical development and show confidence in their own ability.
- 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 their emotional well-being.
- The childminder has developed effective partnerships with parents. She gathers information from them about children's individual care routines and communicates effectively. This helps to promote continuity and inclusion.
- The childminder regularly evaluates the overall effectiveness of her setting. She collects information from parents to help drive improvements forward and is committed to providing good standards of care and learning.

It is not yet outstanding because:

- There are times during planned activities when the childminder does not sharply focus on developing the youngest children's language skills.
- The childminder does not consider children's specific areas of need or use reflections of her teaching when identifying areas for her own professional development.

What the setting needs to do to improve further

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

- focus teaching more sharply during planned activities to help the youngest children fully develop their communication and language skills
- extend the ways to evaluate teaching and identify areas for professional development, taking into account children's specific learning needs.

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 spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder and her self-evaluation.
- The inspector obtained verbal and written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder uses network meetings and partnerships with other professionals to help share good practice. She has close links with teachers in local schools which helps her to support children when they move on to the next stage in their learning. Safeguarding is effective. The childminder understands her role to keep children safe and regularly refreshes her knowledge of child protection. She understands what to do if she has concerns about children's welfare. The childminder completes daily safety checks indoors and outdoors to reduce and remove any potential hazards. The childminder monitors the progress children make across all areas of their learning, for example, by using assessment trackers. She identifies areas of slower progress and discusses any additional support needs with parents and other professionals.

Quality of teaching, learning and assessment is good

The childminder completes detailed observations of children's learning during their play and activities. These help her to plan for the next steps in their learning based on things they are interested in. For example, older children thoroughly enjoy developing early writing skills and request to work on their spelling. The childminder has prepared words for them to try and challenges them to write these down. Younger children show an interest in the activity and the childminder adjusts this to enable them to join in. They persevere to draw large shapes on the white board and show pride in their achievements. The childminder shares her assessments of children's progress regularly and asks parents for their contribution. This helps them to feel included and they are happy with their children's development.

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. Children enjoy exploring the garden and watering the sunflowers. They develop physical skills and hand-to-eye coordination, for instance, as they use scoops to fill the bird feeders. The childminder promotes children's good health and independence. Older children use the toilet without support and take an active part in their own self-care. They enjoy fresh fruit at breakfast time and the childminder encourages them to try new vegetables for their lunch. Children are happy and settled. The childminder has flexible procedures to help children get to know her and parents are happy with the daily communication they receive, promoting continuity of care. Children's behaviour is positive. The childminder praises older children when they are patient and considerate towards younger children.

Outcomes for children are good

Overall, children make good progress in relation to their starting points and the majority are working in the stages expected for their age. Older children excel in their mathematical development and show readiness for school. They have good social skills and high levels of concentration. Young children show enthusiasm to explore their environment and are keen to join in with new activities to develop their skills.

Setting details

Unique reference number	EY402168
Local authority	Wakefield
Inspection number	1105047
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	12 September 2014
Telephone number	

The childminder registered in 2009 and lives in Flanshaw in Wakefield. She operates all year round from 7.30am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays, including a week at Christmas. The childminder has a relevant childcare qualification at level 3. She provides funded early education for two-, three-, and four-year old children.

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