

Childminder Report

Inspection date

14 December 2016

Previous inspection date

6 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has addressed all actions and recommendations raised at the last inspection. She is working with the local authority adviser and has made rapid improvements in recent months. Self-evaluation is accurate and there is a clear commitment to continually improving her provision and practice. The childminder understands when to notify Ofsted of changes to her provision.
- The childminder works closely with parents from the time children first start to attend. Parents are kept informed about their children's development through daily discussions and regular written summaries of their learning. Parents are pleased with the good progress their children are making in their learning.
- Children form strong attachments with the childminder and her assistant. They are very settled, feel secure and develop a strong sense of belonging. Children display their obvious affection for the childminder and her assistant. Children's emotional well-being is effectively supported.
- The childminder and her assistant make accurate assessments of children's learning and development. They use these to plan activities and experiences to help move children forward in their learning.

It is not yet outstanding because:

- Professional development is not precisely focused on raising the quality of teaching to the highest level.
- The childminder's assistant does not always adapt activities for babies to take account of and fully support their sensory learning and development.
- The childminder and her assistant do not effectively support children in developing their understanding of and respect for the differences between themselves and other people.

What the setting needs to do to improve further

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

- focus professional development more precisely to help raise the quality of teaching to the highest level
- adapt activities offered to babies to fully support their sensory learning and development
- provide greater opportunities for children to develop their understanding of and respect for the differences between themselves and other people.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector checked a selection of documents, including, policies and procedures, evidence of suitability and training certificates.
- The inspector sampled children's development records and discussed children's progress with the childminder.
- The inspector completed an evaluation of teaching with the childminder following a planned activity carried out by her assistant.
- The inspector discussed the childminder's self-evaluation. She took account of the written views of parents.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of child protection and how to keep children safe. The childminder and her assistant have recently undertaken training. They understand their responsibility with regard to preventing children from being drawn into situations that can put them at risk of harm. Clear safeguarding policies and procedures are in place to follow should there be any concerns about a child's welfare. These are shared with parents. Written risk assessments and daily checks are completed to further assure children's safety. The childminder monitors children's learning to establish how well they are progressing and identify any areas where children are not achieving as expected. The childminder is working with schools and other settings to meet children's needs. She has started to monitor her assistant's practice and provides advice and support to help him improve his teaching.

Quality of teaching, learning and assessment is good

The childminder supports children's early speech and language development well. She uses good expression in her voice to focus young children's listening and attention skills. Babies demonstrate good communication skills as they name objects and point when showing interest in the Christmas decorations. The childminder is responsive to this and describes what they see. This helps to build children's language and vocabulary skills. Children show interest in the images of animals displayed in the garden. The assistant builds on this to help develop their understanding of the world. Young children concentrate well and display good hand-to-eye coordination when building with bricks. Babies develop their understanding of cause and effect as they explore technological toys. They confidently press buttons and show great delight in the reaction they receive. The childminder and her assistant interact sensitively and engage in children's play.

Personal development, behaviour and welfare are good

The childminder and her assistant have a very calm and caring approach. They know children well. The childminder provides a welcoming and well-resourced environment where children play and learn confidently. The childminder and her assistant provide young children with sensitive support and clear guidance. They are good role models to children and support their behaviour effectively, according to their age and understanding. The youngest children demonstrate their independence as they feed themselves competently. Children are provided with daily opportunities to play in the secure garden. Babies test their physical abilities when crawling at speed and pulling themselves up on sturdy equipment. Children display good levels of physical well-being. The childminder uses praise effectively to help children feel a sense of achievement during their play.

Outcomes for children are good

Children make good progress from their starting points in learning. They work comfortably within the expected range of development typical for their age. Children are confident, curious and motivated in their learning. They are developing the foundations for good early literacy and mathematical skills. Children are building the competences they need for the future, including when the time comes, being ready for starting school.

Setting details

Unique reference number	EY419658
Local authority	Calderdale
Inspection number	1044772
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	12
Number of children on roll	7
Name of registered person	
Date of previous inspection	6 January 2015
Telephone number	

The childminder was registered in 2010 and lives in Brighouse, West Yorkshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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