

Childminder report

Inspection date	5 April 2019
Previous inspection date	21 August 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

- Children, including toddlers who have recently started, are very happy and settled in the childminder's care. They form secure emotional attachments with the childminder and her assistant. The childminder works very closely with parents to meet children's individual care and learning needs. There is effective two-way communication.
- The childminder carries out an effective induction with her assistant and monitors his practice effectively. He has a secure knowledge of his roles and responsibilities in providing good-quality care and supporting children's learning.
- The childminder and her assistant know the children well. They continually observe, assess and plan for children's future learning, which contributes to children's good progress. The childminder enhances her setting with home-made resources, such as sensory bottles and tubes and Easter-themed puzzles.
- The childminder gives good consideration to children's safety and physical well-being. She uses a good range of safety equipment and provides healthy homemade meals and ample fresh air and exercise for children.
- The childminder uses extensive tools to reflect on her practice, keep up to date with changes and identify how she can continually improve. She has an excellent commitment to continued professional development. The childminder uses effective methods, such as questionnaires, to involve parents in sharing their views.
- The childminder and her assistant are good role models. They help children to develop important early social skills and grow in confidence and self-esteem. Older children delight in helping with tasks, such as tidying up and setting up for lunch.
- The childminder does not optimise the organisation of space and resources. This means that she does not consistently support children's independent play and sustain their focus and engagement to the highest level.
- The childminder provides a good range of activities that helps older children to value and appreciate the diversity of the world in which they live. However, younger children have fewer opportunities to develop an awareness of the differences between themselves and others.

What the setting needs to do to improve further

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

- provide greater opportunities for toddlers and older children to engage in independent play and to be focused and engaged to the highest level
- enhance younger children's opportunities to develop an awareness of the similarities and differences between themselves and others.

Inspection activities

- The inspector observed activities indoors and the childminder and her assistant's interactions with the children.
- The inspector spoke with children and parents during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed written feedback from parents.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant regularly complete child protection training. They have a secure knowledge of the possible signs of abuse and fully understand how to report concerns of a child protection nature, to promote children's welfare. The childminder keeps her home safe and secure, which helps her to minimise accidents. She uses many sources of information to build on her and her assistant's knowledge. This has a positive impact on the quality of the setting. For example, she attends network meetings, early years seminars and webinars and also attends face-to-face and online training, as does her assistant. The childminder is currently working towards an early years qualification at level 3 and level 4 and also Montessori qualifications.

Quality of teaching, learning and assessment is good

The childminder obtains a variety of information from parents about their children on entry. This helps her to plan around children's interests and what they already know and can do. Parents are well informed about their children's progress and how they can support this at home. For example, they regularly view, and contribute to, insightful records of learning, attend progress meetings and receive a copy of children's next steps in learning. The childminder creates mathematical and literacy packs, for instance, to involve parents in supporting older children's school readiness. The childminder's assistant enhances children's enjoyment through his positive interactions. He encourages older children to repeat rhyming phrases and predict what happens next when reading their favourite story.

Personal development, behaviour and welfare are good

The childminder closely mirrors new toddler's home routines, reflected in a comprehensive 'All about me' document, and offers constant emotional reassurance. She reflects the daily routine in picture form. This helps to support the youngest children's transitions by learning what happens and when. All children develop independence during care routines. Older children are kind and helpful. They understand boundaries and expectations and 'golden rules' are displayed as a gentle reminder. The childminder has made resources to help reinforce positive behaviour and help children to learn about feelings. She uses songs to reinforce daily routines, such as tidy up time. The childminder and her assistant help to minimise cross-infection and keep children healthy through good hygiene routines.

Outcomes for children are good

Overall, children develop the skills required for their future learning. Toddlers delight in cooperative play, while rolling a shiny metal ball to the childminder, and explore sensory objects with intrigue. Older children are sociable. They have immense fun and a positive approach to learning, while playing games that require turn taking. Children show good concentration during activities. Older children develop early mathematical and literacy skills. For example, they enjoy memory and alphabet matching games and count the beanbags that they have thrown successfully into a basket.

Setting details

Unique reference number	EY456463
Local authority	Kirklees
Inspection number	10069471
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	21 August 2014

The childminder registered in 2012. She lives in the Longwood area of Huddersfield. The childminder works with an assistant. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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