

Childminder report

Inspection date: 11 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is clearly passionate about her role and is dedicated to her childminding provision. She knows children well and uses observations and assessments to plan for their interests and what they need to learn next. The childminder spends time listening to children and asks them questions about their family. For example, children talk about taking their brothers and sisters to school and are keen to introduce their younger siblings. The childminder encourages children to develop their literacy and mathematical skills. For example, she looks at books with children and asks them to count objects in the pictures. Children are very keen to take part in an activity where they make bird feeders using cereal and art straws. They meticulously thread these materials together, then excitedly go outside to put their feeders on the tree branches. As children come in, they take off their coats and run to the window to watch for the birds coming to eat the food. The childminder provides a broad range of learning experiences which motivate and engage children to learn. For instance, children love to choose a song to sing from the prompts and props available. They join in with 'The Wheels on the Bus', laughing as they do the actions together.

What does the early years setting do well and what does it need to do better?

- The childminder promotes children's independence very well. She encourages children to do things for themselves. For example, children wash their hands before lunch. They competently put on their coats and shoes and help younger children.
- Children behave very well. They enjoy playing with others and learn to share and take turns. The childminder uses effective ways to support children's positive behaviour. For example, she gently reminds them that it is kind to share.
- Children develop good communication and language skills. The childminder models vocabulary very well, asks purposeful questions and encourages children to think and respond. For example, she asks them what colour the robin is. After a period of time, an older child replies that it is 'red', and receives plenty of praise.
- Children are happy and well settled in the childminder's home. They have developed strong bonds with the childminder. They enjoy playing with her and seek her out for support and affection.
- Parents are very happy with the quality of education and care that their children receive. They praise the childminder's home-from-home environment. Parents also comment that she has played a huge part in their children's development. This partnership working helps to provide a supportive approach to children's ongoing learning. However, the childminder has not explored a wealth of methods to help parents to extend this learning further at home.

- The childminder regularly reflects on her practice and completes all mandatory training, such as paediatric first aid and safeguarding. However she does not sharply focus evaluation systems to identify clear targets and drive improvements at the very highest level.
- The childminder ensures that the environment is secure and welcoming for children and parents. She carries out effective risk assessments so that children are safe in her home and when out and about in the community.
- The childminder has developed her outdoor area according to the ages and interests of the children attending. She provides them with positive learning opportunities, such as growing their own flowers.
- The childminder provides children with regular opportunities to mix with other groups of children at local playgroups. Children build their confidence and develop good social skills. This helps extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to help her to maintain a secure understanding of safeguarding issues. She knows how to recognise signs that a child may be at risk of harm and understands the procedures she must follow to report any concerns about a child's welfare. The childminder assesses risks to children in her home and when outdoors with them. She puts in place effective procedures to help to protect children. For example, she regularly checks the smoke alarms in her home. There are monthly emergency evacuation practices with the children. The childminder ensures that her first-aid kits are well stocked.

What does the setting need to do to improve?

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

- enhance opportunities for parents to share information consistently about their children's achievements in their learning at home
- extend current reflection and evaluation procedures and use these systems effectively to drive improvements to an outstanding level.

Setting details

Unique reference number	302091
Local authority	Bradford
Inspection number	10117185
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 May 2015

Information about this early years setting

The childminder registered in 1984 and lives in the Burley-in-Wharfedale area of Leeds, West Yorkshire. She operates all year round, Monday to Friday from 7.30am until 6pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jane O'Callaghan

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- An evaluated activity was completed by the childminder with the inspector.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector completed a tour of the home.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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