

Childminder report

Inspection date	13 February 2019
Previous inspection date	15 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

- Overall, the childminder considers children's individual interests when planning activities. For example, she provides extra resources, such as baskets and trolleys, to promote children's fascination in carrying and moving items around.
- The childminder monitors the progress that children make. She regularly shares this information with parents. For example, she sends learning summary sheets home and photographs via messages from her phone. Children achieve in line with expectations typical for their age.
- Children form close attachments with the childminder and her co-childminder. They work well together as a team and model how to be kind and supportive to each other. This helps to foster children's personal, social and emotional development successfully.
- The childminder encourages children to be independent. For example, older children practise using a plastic knife to cut their fruit into pieces at snack time. Children learn how to wipe their own hands and faces once they have finished eating.
- The childminder shares key information with other settings that children also attend, and her co-childminder also works at the local playgroup. This helps to promote strong continuity of care and learning for the children at times of transition.
- The childminder does not make the most of opportunities to develop children's good speech and language skills further during activities.
- The childminder does not use assessment information precisely enough to consistently plan activities that are highly challenging for children.

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 strategies to make the most of opportunities to promote children's good speech and language skills even more
- use assessment information more precisely to consistently plan highly challenging activities that support children to make the best possible progress.

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 completed an evaluation of an activity with the childminder and had discussions at appropriate times during the inspection.
- The inspector looked at a range of documents, such as children's observations and assessments, training records and a sample of policies and procedures. The inspector discussed self-evaluation with the childminder.
- The inspector spoke to children during the inspection and took account their views.
- The inspector spoke to one parent and took account of parents' written views recorded on the childminder's feedback questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The childminder and her co-childminder continually reflect on the quality of the setting. They gather feedback from parents, including through questionnaires, to help them to identify further improvements. Since the last inspection, the childminder and her co-childminder have created a new play room with free-flow access to the outdoor space. Children make choices in their play and access resources independently. The childminder identifies professional development opportunities with her co-childminder to help promote consistency in their practice. They complete online courses and read books and articles together. This helps to improve their knowledge and skills further. Most recently, they have created a basket full of interesting items for younger children to explore. This helps to ignite children's curiosity and exploration using their senses. Safeguarding is effective. The childminder has detailed policies and procedures in place to follow if she has any concerns about a child's welfare in her care. She demonstrates a good knowledge of child protection issues and wider safeguarding matters.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents about children's knowledge, skills and development when they first start at the setting. Overall, she plans activities that follow their interests and support what they need to learn next. For example, children enjoy learning about the farm. They explore toy animals in a large tray with a variety of different materials, such as cereal. The childminder encourages children to feel the crunchy texture of the cereal in their hands. She asks children to find the 'farmer' and put different animals inside the fence. Parents are encouraged to share their children's learning from home. For example, they send photographs to show what the children have been doing, such as going on a muddy walk or attempting ice skating. These positive relationships help to promote strong continuity in children's learning.

Personal development, behaviour and welfare are good

Children benefit from a wide range of resources indoors and outdoors. For example, they enjoy exploring the water and filling up watering cans to pour on the plants. They laugh as they race each other on the ride-on toys. This helps to promote children's physical skills effectively. Children behave well and play with each other cooperatively. The childminder encourages children to use good manners, such as saying 'please' when asking for something. Children are very familiar with the routines of the day and happily go for a sleep when feeling tired. The childminder plans themed activities. Children enjoy finding out about Chinese New Year and taste traditional food, such as noodles. This helps children to appreciate diversity and learn about different cultures.

Outcomes for children are good

Children make good progress during their time in the setting. They are happy, confident and keen to learn. Children enjoy making marks in cornflour and sand, and join in with colouring activities. Older children practise writing their names. Children learn about number, colour, shape and measurement during their daily activities and routines. For example, they count how many cups they need at snack time. This helps children to develop key skills in readiness for school and in preparation for their future learning.

Setting details

Unique reference number	302115
Local authority	Bradford
Inspection number	10069107
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	12
Number of children on roll	10
Date of previous inspection	15 October 2014

The childminder registered in 1994 and lives in the Great Horton area of Bradford. She is open all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. She provides funded early education for two-, three- and four-year-old children.

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