

Childminder report

Inspection date	29 April 2019
Previous inspection date	29 October 2015

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

- The childminder has created a fantastic outdoor area. Children thoroughly enjoy spending long periods of time exploring and following their own ideas. For example, they balance across stepping stones, use the see-saw and swings and practise riding trikes. This helps to foster children's physical development effectively.
- The childminder finds out information about children's knowledge, skills and development when they first start at the setting. She uses this information to plan activities that support their interests and what they need to know next, overall. Children make good progress from their starting points.
- Children have developed close attachments with the childminder. They enjoy interacting with her and welcome her involvement in play. This helps to promote children's personal, social and emotional needs successfully.
- The childminder understands the importance of continued professional development. She enjoys attending childminder forums, reading articles and completing a wide variety of training. One example of this is learning about technology in the early years to help review her environment and activities.
- The childminder keeps parents well informed about their children's progress. For example, she makes time to have daily discussions and sends messages and photographs. She shares observations and detailed learning summaries on a regular basis.
- The childminder does not consistently ensure that adult-led activities are precisely targeted to children's individual needs in order to offer optimal challenge to their learning.
- The childminder does not make the best use of opportunities to further promote children's early reading and writing skills.

What the setting needs to do to improve further

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

- ensure adult-led activities are highly challenging and sharply focused to children's individual needs
- exploit opportunities to develop children's literacy skills further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at a sample of policies and procedures, children's assessments and training records. She discussed self-evaluation with the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of parents' views recorded on the childminder's feedback forms and spoke to some parents on the telephone.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The childminder reflects on the quality of her setting using the views of parents and children. She has addressed the recommendations for improvement from her previous inspection. For example, she has reviewed the behaviour policy and strategies that she has in place for managing children's behaviour successfully. The childminder has built good relationships with teachers at the local schools. This helps to share information about the children's day and promote good continuity in their care. Safeguarding is effective. The childminder completes a daily check of the setting to identify and minimise possible risks to children. She has completed a wide variety of child protection training. The childminder can identify the possible signs and symptoms of abuse and neglect. She understands who to contact if she has any concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

The childminder allows children to take a lead in their play and supports learning through their interests. Children delight at exploring the 'beach room' where they dig, scoop and transport sand around. The childminder models how to build a sandcastle step by step. Children listen well and copy the words, such as 'pat it'. She provides a commentary on their play and asks questions to check their understanding. She extends their ideas, for example by offering shells to decorate the toy that they are burying in the sand. This helps to develop children's listening, attention and communication skills effectively. The childminder uses her skills well to observe children's play and regularly tracks the progress that they make.

Personal development, behaviour and welfare are good

Children benefit from a stimulating environment indoors and outdoors. For example, they show curiosity while watching tadpoles in the pond and looking closely at a frog. They enjoy learning about nature, for example exploring insects in the 'bug hotel' and watching birds nesting in the trees. Children behave well. The childminder has a positive approach and praises children for their use of good manners. One parent's comments that, 'Her relationships with children are fantastic, she knows them so well that she can manage their behaviour in a way that suits them and is effective'. The childminder encourages children to be independent, for example she gives them time to practise putting their own coats on and attempt to zip them up. She offers encouragement and support to children with their toileting needs and models how to wash their hands properly.

Outcomes for children are good

Children are achieving in line with expectations for their age. They are confident, motivated and keen to explore the environment. They learn how to share, take turns and cooperate with others successfully. They are imaginative and spend time pretending to cook in the playhouse. Children have opportunities to develop their technological skills. They learn about number, shape and measure through their play. This helps children to develop key skills in readiness for school and their next stage in learning.

Setting details

Unique reference number	302169
Local authority	Bradford
Inspection number	10061700
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	29 October 2015

The childminder registered in 1998 and lives in the Great Horton area of Bradford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children and is eligible to provide funded early education for two- and four-year-old children.

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