

Childminder Report

Inspection date

6 July 2015

Previous inspection date

1 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder uses assessments effectively to accurately target children's next stages in learning.
- Children develop strong problem-solving skills. This is because the childminder asks purposeful and timely questions as children work out how to use a range of challenging resources.
- The childminder gives a high regard to children's safety and keeping them safeguarded. As a result, risk assessments are effectively implemented to keep children safe and healthy.
- Children's emotional well-being and confidence are supported extensively. This is because the childminder is very good at using praise and encouragement as children carry out tasks.
- The childminder works closely in partnership with parents and other professionals to support children's individual care and learning needs.
- The childminder supports children's developing communication skills successfully. This is because she encourages children to join in conversations as they play and explore.

It is not yet outstanding because:

- The childminder does not make the best use of opportunities to improve children's understanding of mathematical ideas, such as length.
- Children do not always have the best possible opportunities to learn about diversity within communities, and families and their customs, to extend their understanding about the world in which they live.

What the setting needs to do to improve further

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

- build on children's developing mathematical skills by making better use of opportunities to discuss mathematical words and ideas, such as length
- introduce more in-depth opportunities for children to learn about the similarities and differences within families, communities and their traditions.

Inspection activities

- The inspector toured the premises and observed play resources, both inside and outdoors.
- The inspector observed activities and interactions between the childminder and children.
- The inspector discussed how the childminder includes the views of parents as part of the evaluation process to support children.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector sampled a range of documents, including evidence of the suitability checks for the childminder and other adults in the household, and policies and procedures.

Inspector

Melissa Patel

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a good understanding of how children learn. As a result, she plans a diverse range of activities to support their overall good progress. This prepares children effectively for school. The childminder is enthusiastic with children, assuring that children of different ages and abilities are fully motivated. For example, children enjoy using their imagination as they design and build large structures. Good questioning by the childminder teaches children to consolidate their ideas and work out how to achieve what they set out to do, and they show great delight as they achieve. Children's literacy skills are supported effectively. For example, children frequently recognise letters and write their name. The childminder does not provide the best possible opportunities for children to learn about similarities and differences between families, communities and their customs to extend their understanding of the world. Children's mathematical skills are supported well overall, for example, the childminder teaches children to count, find shapes and make patterns with varying shaped objects. The childminder does not consistently take opportunities to use mathematical words to support children in recognising mathematical ideas, such as length.

The contribution of the early years provision to the well-being of children is outstanding

Children's emotional security is supported exceptionally well. This is because the childminder is very pro-active in using positive words and reassurance, as children achieve tasks independently and in a group. For example, this happens as children initiate and implement their own ideas using the resources provided in the suitably challenging environment. The children are fully engrossed in their activities and they behave well. The childminder brings learning into all daily events, for example, she teaches children how to support their physical well-being extremely well through teaching them about healthy foods. The childminder teaches children to enjoy the outdoor environment, and to investigate the natural world. This also supports their understanding of the world very well.

The effectiveness of the leadership and management of the early years provision is good

The childminder's very strong understanding of how to implement child protection procedures keeps children safe. Since the last inspection, the childminder has successfully used what she has learnt from the completion of a formal childcare qualification and regular training to improve her practice. This supports children's all-round development and supports the childminder's secure knowledge of the learning and development requirements. She supervises and monitors her assistant to ensure she has the knowledge and skills to support children's needs effectively. Recommendations from the last inspection have been effectively addressed. This has resulted in a strong, focused evaluation process, which includes taking account of parents' and children's views. This, with improved planning and tracking processes, ensures that the childminder successfully supports children's individual learning needs.

Setting details

Unique reference number	302183
Local authority	Bradford
Inspection number	867367
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	1 December 2008
Telephone number	

The childminder was registered in 1997 and lives in the Keighley area of West Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She works very occasionally with an assistant. The childminder holds an early years level 4 qualification and provides funded early education for two-, three- and four-year-old children.

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