

Childminder report

Inspection date: 29 January 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has created a homely setting where children can make their own choices in play. She is very patient and caring in her approach. This helps children to settle quickly, and they are happy in her care. The childminder involves children in thinking about safety. For example, they all check that the gate is closed when they go out to play in the garden. The childminder gives children boundaries. She explains why they are playing in one section, so that she can see them all clearly.

Children are happy to join in with activities that follow their interests. For example, they eagerly paint egg boxes to make 'dragons'. Boys talk about watching dragons on a television programme and they paint their models to match their favourite characters. The childminder tracks children's development and identifies what they need to learn next. Children achieve as expected for their age and develop key skills in preparation for their future learning.

Overall, children behave well. For instance, older children enjoy helping younger ones. They support them to put their shoes and coats on before going outside. Children develop close friendships and play cooperatively together.

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

- Children thoroughly enjoy choosing a prop from a bag and singing familiar rhymes and songs. Younger children giggle with delight and follow the actions, such as lying down pretending to be asleep. Older children sing along and use different voices. This helps to promote their communication and language skills successfully.
- The childminder recognises the importance of spending time outdoors. For example, she takes children outside to play dodgeball. Children thrive while running around really fast, trying to avoid being caught by the ball. This helps to develop children's physical skills and well-being effectively.
- Children are interested to taste different foods, such as lychees and prawn crackers at snack time. The childminder allows children time to peel the fruit independently. She encourages them to count how many items they have as they place these in a row. She adds one more and supports children to work out how many there are altogether. This helps to promote children's mathematical skills.
- Children enjoy taking turns as they play a game together. They show great concentration as they try to balance metal poles on a stand without it falling down. Children roll the dice and select the correct colour by themselves.
- Parents are complimentary about the service the childminder provides. They comment that their children settle quickly and are happy in her care. Parents feel well informed about their child's development through regular

conversations, videos and photographs that the childminder shares.

- The childminder consistently teaches children about good hygiene practices throughout the day. For example, they wash their hands before they eat and after playing outside. She also talks to the children about wiping the table clean once they have finished painting.
- The childminder has worked hard to address the weaknesses identified at her last inspection. For instance, she is now consulting with other professionals. The childminder has sought support from her local authority adviser to reflect on and evaluate her practice. She follows strategies put in place by the speech and language therapist to meet children's individual needs.
- The childminder reads a variety of books and spends time looking online for information and ideas. This helps to keep her knowledge up to date and inform her good practice.
- On occasion, the childminder does not plan activities as effectively as she could to take into account children's different needs and abilities fully. For example, at times, the resources and activities she provides do not enable all children to participate fully.
- The childminder encourages children to use good manners and has a very positive approach. This helps to develop children's confidence and self-esteem successfully. However, older children do not consistently listen well and sometimes respond in an inappropriate way to the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows good knowledge of child protection issues. She can identify possible signs and symptoms of child abuse and neglect. The childminder understands what action to take and who to share any concerns with. She is aware of wider safeguarding matters, such as the risk of grooming and online bullying. The childminder can identify and minimise risks in the setting to help keep children as safe from harm as possible. She monitors children's attendance closely and has suitable policies and procedures in place. For example, the childminder maintains records of any accidents or injuries and how to administer medication safely.

What does the setting need to do to improve?

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

- develop strategies to help children to understand why some behaviours are not acceptable and the impact those behaviours can have on others
- strengthen planning to provide more opportunities for all children to participate in tasks at an age-appropriate level.

Setting details

Unique reference number	302183
Local authority	Bradford
Inspection number	10124519
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	22 July 2019

Information about this early years setting

The childminder registered in 1997 and lives in Keighley, West Yorkshire. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, and from 7.30am until 9am and 3pm until 5.30pm on Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Helen Royston

Inspection activities

- The inspector completed a learning walk of the setting and talked about the resources and types of activities that the childminder provides.
- A joint observation was completed by the inspector and the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of documents, including policies and procedures, training certificates and evidence of the suitability of persons living on the premises.

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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