

Childminder report

Inspection date

17 July 2019

Previous inspection date

7 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 makes ongoing assessments and monitors children's learning. She uses this information about children's abilities and interests to underpin her planning and teaching. Children regularly meet learning objectives and make good progress.
- The childminder provides children with a very stimulating and exciting environment inside and outside. She offers a broad range of activities, resources and equipment. The childminder and her assistant have formed good relationships with children and they respond well to them and the activities provided.
- The childminder and her assistant recognise the need to be good role models to help children manage their behaviour and develop friendships. Children behave well, share toys and play together harmoniously. They are happy, settled and relaxed, and enjoy positive interactions with the childminder and her assistant.
- Children are enthusiastic learners who are motivated by the childminder and her assistant. Children confidently explore the good selection of available toys and activities and make informed choices from a very early age. For example, they enjoy selecting musical instruments and choosing songs to sing together.
- Occasionally, the childminder misses opportunities to extend and develop children's understanding of mathematical language in their play.
- The childminder does not consistently gather information from parents about children's learning at home.

What the setting needs to do to improve further

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

- use opportunities to extend and develop children's mathematical language more consistently in play
- enhance the opportunities for parents to consistently share information about their progress in their learning at home.

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 a joint observation of an activity with the childminder.
- 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 verbal and written feedback provided.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have improved their understanding and knowledge of safeguarding and the 'Prevent' duty since the last inspection. They have a good knowledge of the different types of abuse and know how to report any concerns if they suspect a child is at risk of harm. The childminder takes effective steps to assess all areas of her home and the outdoor play area and effectively minimises potential hazards. The childminder and assistant are reflective practitioners and evaluate their practice, considering the needs of themselves, children and parents. An effective key-person system is in place. This is regularly reviewed and parents are kept informed of any changes. The childminder supports her assistant in a positive way and completes regular supervisions and encourages them to complete training. This has a positive impact on outcomes for children.

Quality of teaching, learning and assessment is good

The childminder and her assistant have a kind and caring approach. They encourage children to lead their own play and interact purposefully with them during activities. Children are creative and use their imaginations well. For example, they are excited to explore the new karaoke machine and children of all ages sing into it enthusiastically. The childminder extends children's speaking skills effectively. She talks to them about what they are doing, asks questions and repeats new words for younger children. For example, as the children pretend to make dinner for the visitor, they are asked what they are making. Children are given plenty of time to reply and explain it is a 'burger and bun'. The childminder closely monitors and tracks children's individual progress. This enables her to highlight any gaps in their development promptly and provide children with good support to help close them.

Personal development, behaviour and welfare are good

Children benefit from close and supportive relationships with the childminder and her assistant who know the children well. Relationships between adults and children are good and they seek and enjoy cuddles and affection. Children rest and sleep in line with their routines and enjoy a variety of freshly cooked meals and snacks during the day. The childminder teaches children to be independent and to manage age-appropriate tasks for themselves. For example, children help to set the table for lunch and proudly show the mats they have made. The childminder successfully supports children's physical skills. For example, children have free access to the very well-resourced outdoor area. Children are very busy. They play in the water and pour the water into containers. Others carry the balls to the drain pipe and get very excited as they roll down. As they successfully direct them down, they receive lots of praise from the childminder, raising their self-esteem.

Outcomes for children are good

Children, including those who receive funding, make good progress in their development from the start and gain skills to support their readiness for future learning. Children form good relationships with the childminder, her assistant and each other. Children's early writing skills are emerging as they make marks with pencils and crayons.

Setting details

Unique reference number	302314
Local authority	Bradford
Inspection number	10084652
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	12
Number of children on roll	14
Date of previous inspection	7 November 2018

The childminder registered in 1993 and lives in the village of Oxenhope, near Keighley. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with two assistants. The childminder provides funded early education for two-year-old children.

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