

Childminder report

Inspection date	14 November 2018
Previous inspection date	17 June 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

The provision is good

- The childminder takes account of the views of parents and children when evaluating her provision. She works tirelessly towards her improvement plan. Recent improvements, such as developing partnerships with the school, have had a positive impact on outcomes for children.
- The childminder has a very good relationship with schools. The school and the childminder have set up a local partnership group to establish a shared approach to supporting children's learning. For example, the childminder attends regular meetings to find out what children are learning in school and how she can support them further. She also attends training events.
- Children make good progress. The childminder knows where children are in their learning and plans activities to support what they need to learn next.
- Children are very independent within the setting. The childminder actively encourages children to try and do things for themselves. For example, young children are keen to attempt to put on their own shoes in preparation for playing outside.
- The childminder has a good relationship with parents. She uses a variety of methods of communication to help ensure parents are well informed about their child's day.

It is not yet outstanding because:

- On occasion, the childminder does not provide consistently high levels of support and challenge for younger children as older children take over the play and learning.
- Children's progress in gaining even more literacy skills is not as rapid as in other areas as the childminder does not make the best use of all opportunities to extend this further.

What the setting needs to do to improve further

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

- provide consistently high levels of support and challenge for younger children
- make better use of all opportunities to extend children's already good literacy skills and help them 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 a joint evaluation 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 written feedback provided.

Inspector

Elizabeth Fish

Inspection findings

Effectiveness of leadership and management is good

The childminder is keen to ensure she keeps her knowledge and skills updated. For example, recent training has helped her to reflect on how she helps children to learn about the world around them. She works well with other childminders to share information and new ideas. Safeguarding is effective. The childminder has a very good knowledge of the signs and symptoms of possible abuse to children. She knows whom to contact should she have any concerns about children's welfare. She has a good understanding of wider safeguarding issues, such as the 'Prevent' duty guidance. The childminder monitors children's learning well, overall, and identifies where further support is required.

Quality of teaching, learning and assessment is good

The childminder uses her skills well, overall, to plan enjoyable activities. Children enjoy making play dough. Younger children concentrate well as they explore how they can use different tools with the dough. Older children begin to use the play dough to express their thoughts and ideas. For example, they enjoy using it to make 'cakes' and 'pancakes'. The childminder plays alongside children and uses good questioning to help extend older children's learning. This is evident when she asks them how many pieces of cake they need for everyone at the table. Children learn about the world around them. For example, they notice and learn about changes in the seasons as they visit local woods and forests. They enjoy visiting a tree that they have adopted in the local area and observe changes over time.

Personal development, behaviour and welfare are good

The childminder is very caring and she clearly enjoys her role. She offers support and reassurance to children, when necessary, to help them feel safe and secure. For example, she has children's comfort toys available and visible to help children feel at ease within the setting. Children develop a good relationship with each other. This is demonstrated when children play together and build a tower. They talk together and encourage each other to knock over the tower. The childminder helps children to understand how they can keep themselves healthy. For example, she reminds children to cover their mouths when coughing. Children enjoy healthy meals and snacks with plenty of fruit and vegetables. They enjoy playing outside in the childminder's garden and look forward to their regular trips to local woodland areas. The childminder has clear behavioural expectations which she consistently reinforces.

Outcomes for children are good

Children make good progress. They enjoy using play dough and learn how to use a range of tools. Older children greet visitors to the setting confidently and talk about their friends. They confidently use mathematics in their play as they cut their play dough into a certain number of pieces. Younger children show good control as they discover that some tools can cut the play dough. They learn how to stack blocks. Children gain a good range of skills which supports them in their future learning.

Setting details

Unique reference number	302321
Local authority	Bradford
Inspection number	10070055
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 June 2015

The childminder registered in 1994 and lives in Saltaire, Shipley. She works Monday to Thursday from 7.30am to 5.30pm all year round, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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