

Childminder report

Inspection date: 18 September 2019

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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder, who provides a warm, inviting and safe environment. They are happy and secure in the childminder's care and develop close relationships with her. Children regularly seek out the childminder to join in with their play. For example, the childminder plays alongside children as they pretend to go on a bus. They sing and chat happily about where they are going and what they can see through the window.

The childminder gets to know the children in her care well. She plans a broad range of activities that are based on children's interests. She extends children's thinking through positive interactions and skilful questioning. Children are well behaved and follow instructions. They revel in the childminder's praise as she celebrates their achievements, such as when children match coloured cars correctly.

Children are confident and self-assured individuals. They develop good communication and social skills. They confidently talk about their past experiences and describe what they like about the childminder's setting. They recall a recent teddy bears picnic they had and talk about feeding the nearby donkeys.

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

- The childminder has high expectations for all children in her care. She regularly assesses what children understand and can do and uses this information to decide what they need to learn next. The childminder plans a range of stimulating activities to support children's development across all areas of learning. She incorporates children's interests into her activities to maximise children's engagement and motivation. For example, as children role play going to the shop, they develop their communication and language skills, imagination and social skills. The childminder uses this as an opportunity to promote children's understanding about healthy and unhealthy foods, and introduces mathematical concepts, such as money.
- Children are active and enjoy plenty of opportunities to be outside. They develop their physical skills and learn about the world around them through the well-planned experiences the childminder provides. Children enjoy going for walks in the local community where they feed neighbouring farm animals. They visit a weekly playgroup and meet up with local childminders.
- The childminder is a good role model and makes expectations for behaviour clear. Children are well behaved. They are kind and develop friendships as they play together. For instance, children take turns to use a megaphone. They laugh and giggle with delight as their voices change.
- The childminder is attentive and meets children's needs swiftly. She does not

consistently support children to be as independent as possible. She often completes task for children that they are able to do for themselves.

- The childminder takes time to get to know the children she cares for. She tailors settling-in sessions to meet children's individual needs. The childminder gains a range of information about children before they start at the setting, including what they can do. This enables her to plan challenging experiences for children from the start.
- The childminder has positive relationships with parents. There is a good exchange of information between home and the setting. The childminder regularly shares updates with parents about children's learning and development. However, the childminder has not yet established partnerships with additional settings children attend in order to provide continuity in their care and education.
- The childminder is experienced and is keen to keep her knowledge and skills up to date. She completes regular training online and shares good practice with other childminders. She uses the information she gains to evaluate and reflect on her setting to make improvements. For example, the childminder has adapted the way she shares information with parents about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps the children in her care safe. She identifies any potential risks and minimises any hazards in her home. She teaches children about being safe. For example, the childminder talks to children about road safety when out and about in the local environment. The childminder has good safeguarding knowledge and is aware of wider child protection issues. She recognises what signs and symptoms might indicate a child is at risk of harm. The childminder knows the correct procedures to follow should she have any concerns about a child's well-being.

What does the setting need to do to improve?

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

- improve opportunities for children to complete tasks they are capable of doing by themselves, to help them to gain further independence
- develop partnerships with other early years settings, to fully support a consistent approach to children's ongoing development.

Setting details

Unique reference number	302351
Local authority	Bradford
Inspection number	10061705
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 August 2015

Information about this early years setting

The childminder registered in 1989 and lives in the Wyke area of Bradford. She operates Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has an appropriate level 3 qualification.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and childminder completed a learning walk to understand how the early years provision and the curriculum is organised.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector held a number of discussions with the childminder throughout the inspection and looked at a sample of documentation.
- The inspector spoke to and interacted with children during the inspection.

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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