

Childminder Report

Inspection date

3 February 2016

Previous inspection date

7 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the 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 quality of teaching is good. The childminder supports children in their play and helps to extend their thinking as she uses questions skilfully and responds well to their requests in order to reshape tasks. Children make good progress.
- Children enjoy playing with a wide range of good quality toys and materials. Activities are based on children's interests and the environment supports their play and learning well. This means children explore freely and use their imaginations.
- The childminder has good partnerships with parents and other settings. She uses a range of methods to communicate with them. Parents are well informed about their child's learning and they are supported to understand how they can extend it further at home.
- The childminder's care practices are of an exceptionally high standard. She has a very calm, nurturing approach, which significantly supports children's emotional well-being.
- The childminder promotes her expectations very well. She sensitively talks to children about behaviour and how their actions can hurt others, helping them to respect one another and understand about their different emotions. She readily recognises when children become upset or tired and actively comforts and reassures them.
- The well-qualified childminder is committed to developing her practice with further training and reading. She completes training and regularly seeks out new information in order to make enhancements to her provision.

It is not yet outstanding because:

- The childminder does not always plan group activities effectively to sufficiently focus on children's individual next steps in learning.

What the setting needs to do to improve further

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

- plan for children's individual next steps more effectively when including several children in a group activity, to help all children make consistent progress towards their next steps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, evidence of the suitability of other members of the household and children's learning and development records.
- The inspector took account of the written views of parents.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures underpin the childminder's good practice to help keep children safe and to promote their well-being. The childminder is very proactive in the way she supports children to learn about their own safety, and takes effective action to minimise any hazards. For example, risk assessments related to her pets are shared with children and parents. The childminder is aware of potential signs and symptoms of abuse and is confident with the procedure to follow in reporting concerns. The childminder is organised, proactive and has a positive attitude. She keeps herself well informed of statutory requirements and legislative changes, and is aware as to how these will impact on her provision. Self-evaluation processes support continuous improvement. This has a positive impact on the quality of the setting.

Quality of teaching, learning and assessment is good

All children are inquisitive and enjoy learning. The childminder regularly observes children as they play and explore, and uses assessment well to identify what they are learning and to monitor what they need to learn next. The childminder supports children's communication and language skills well. She uses probing questions, offers a running commentary and models language to extend their developing vocabularies. They listen intently as she talks to them, often repeating her words. Children enjoy snuggling up with the childminder when they choose their stories. They point to the objects in the picture that the childminder asks them to find and confidently complete the missing word or phrase in the sentence. In addition, she skilfully supports children to spell out words such as cat, dog and chicken. Children confidently use the letters and blend the sounds to make these words. Children make good progress in their mathematical development. They have lots of opportunities to count, match and compare sizes and use numbers in sequence. For example, children thread coloured shapes and objects on to laces, while the childminder reinforces their shape and number knowledge.

Personal development, behaviour and welfare are good

The childminder is kind and approachable. Children settle quickly and form strong attachments with her. They are confident and demonstrate that they feel safe and secure in the childminder's care. Children freely select toys and activities from a wide range of resources. Friendships flourish as they seek each other out to share experiences and talk about their home lives. The childminder provides a healthy range of meals that also reflects children's cultural diversity. The childminder teaches children how to keep themselves safe, including crossing the road and playing safely outdoors.

Outcomes for children are good

Children are making good progress across all areas of learning considering their age, capabilities and starting points. They are especially well prepared for their next steps in learning and the move to school. Children demonstrate the characteristics of effective learning in their play and are engaged and motivated to learn.

Setting details

Unique reference number	302407
Local authority	Bradford
Inspection number	855030
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 12
Total number of places	12
Number of children on roll	22
Name of provider	
Date of previous inspection	7 December 2009
Telephone number	

The childminder was registered in 1999 and lives in Thornton, Bradford. She works alongside her husband, who is also a registered childminder. The childminder operates for 48 weeks of the year from 7.30am to 6pm, Monday to Friday. She holds an appropriate qualification at level 6 and provides funded early education for two-, three- and four-year-old children.

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