

Childminder report

Inspection date: 23 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	Good
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What is it like to attend this early years setting?

The provision is good

Children form strong bonds with the kind and nurturing childminder. They are inquisitive and eagerly explore their surroundings. The childminder places a strong emphasis on promoting young children's language and communication skills. For example, she encourages babies to babble and mimics the sounds that they make. Babies are very vocal and frequently imitate words. They listen with interest as the childminder sings and are beginning to join in with the actions.

The childminder promotes children's physical skills well. For example, she encourages babies to pull themselves to stand and try to take their first steps. She offers words of encouragement and stays close by to ensure that children are safe. Children show good hand-to-eye coordination as they balance bricks to create towers. They shriek with excitement and clap their hands as the tower falls down. The childminder counts and introduces positional language to support children's developing mathematical skills.

Children know the daily routine well. They are cooperative and play well together. The childminder offers lots of praise and encouragement to aid children's self-motivation and self-esteem. She helps children to consider the needs of others and supports them to use good manners. Children behave well.

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

- Children laugh and giggle in response to the childminder's warm interactions and enjoy cuddles when they are tired. The childminder individualises settling-in arrangements to ensure that children feel secure from the start. Children are confident in new situations and happily interact with the inspector.
- The childminder communicates well with parents to promote a shared approach to children's learning and care. For instance, she asks parents to complete development checklists on entry to inform her accurate assessments. Parents share information about their children's learning at home, through daily diaries and discussions. They are provided with written reports that help to keep them well informed of their children's progress and achievements.
- Children are curious and keen to explore. They engage in a good range of activities that help them to make sense of the world around them. For example, they show an interest in technological toys and press buttons to make sounds. However, there is scope to extend the range of activities and resources available to further support children's sensory development.
- The childminder uses her observations and assessments well to plan for children's next stages in learning. She carefully tracks children's progress to ensure that her curriculum meets their needs. Children make good progress from their starting points.

- Children enjoy sharing books with childminder and point to the illustrations. The childminder uses different voices and tones as she reads to bring the story to life. She regularly takes children to storytelling sessions at the local library to help foster their love for books.
- The qualified childminder knows how children learn and puts her knowledge into practice well. She ensures that she completes all mandatory training, including safeguarding and first-aid. However, she has not fully considered ways to strengthen her good teaching skills through the use of ongoing professional development activities.
- Children are physically active and play outdoors daily. They enjoy walks in the community and attend local groups, where they meet new people and gain confidence in social situations.
- The childminder has good links with local schools. She often meets with teachers to find out about what children are learning at school. This enables her to complement their learning through activities in the setting.
- Children develop the skills they need for future success. For example, they show determination as they try to fit pieces into inset puzzles. The childminder provides clear explanations to help them to overcome challenges and work things out for themselves.
- The childminder reflects on her practice well and knows her own strengths and weaknesses. She gathers feedback from parents and children to inform planned developments. For example, the childminder plans to offer more opportunities for children to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She regularly updates her knowledge of child protection procedures and has completed online training to learn about wider safeguarding issues. The childminder recognises the signs of abuse and neglect. She knows how to report any concerns about children's welfare to the appropriate authorities. The childminder checks her premises each day to ensure that any potential hazards are identified and minimised. She is attentive and supervises children well to make sure that they are safe.

What does the setting need to do to improve?

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

- establish a more targeted approach to professional development to help raise the quality of teaching to an even higher level
- provide more opportunities for children to explore different materials and engage in sensory exploration.

Setting details

Unique reference number	EY283776
Local authority	Bradford
Inspection number	10071493
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 July 2015

Information about this early years setting

The childminder registered in 2004 and lives in Riddlesden, Keighley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Susie Prince

Inspection activities

- The inspector had a tour of the premises and talked to the childminder about how she organises her curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder jointly evaluated an activity with the inspector.
- The inspector held discussions with the childminder and talked to the children throughout the inspection. She looked at relevant documentation and evidence of the suitability of persons living in the household.

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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