

Childminder report

Inspection date	5 March 2019
Previous inspection date	13 November 2014

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

This provision is good

- The childminder has created an excellent partnerships with parents. They speak very highly of her and children report they enjoy their time with her. The childminder encourages parents to provide information about what children have been learning at home. She uses this information to plan activities to extend their learning even further.
- The childminder supports transitions well, both in and out of the setting. A settling-in programme that is tailor made to children's individual needs, helps them settle quickly. This helps them feel emotionally secure.
- The childminder accurately monitors children's progress and can quickly identify any potential gaps. All children make good progress from their starting points.
- The childminder offers a safe and suitable environment for children. A wide variety of good-quality resources are available both indoors and outdoors. Children can make independent choices. This promotes their independence.
- Children meet and make new friends regularly as they accompany the childminder to various groups. The childminder supports local playgroups with other childminders, where they share and exchange ideas and good practice.
- The childminder has not fully developed opportunities for children to gain an understanding of people, families and communities beyond their own and to reflect on the differences between us.
- The childminder does not always provide sufficient resources to support children's learning in information and technology.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about people, families and communities beyond their own, to gain a deeper understanding of diversity and the differences between us
- build upon opportunities for children to access resources to support their learning in information and technology.

Inspection activities

- The inspector observed the childminder during her interactions with children and assessed the quality of teaching.
- The inspector spoke with parents and children at appropriate times during the inspection.
- The inspector had a tour of the premises used for childminding purposes indoors and outdoors.
- The inspector looked at a sample of policies relating to health and safety and checked the suitability of people living in the household.
- The inspector held discussions with the childminder at appropriate times during the inspection to assess her knowledge of the learning and development requirements of the early years foundation stage.

Inspector

Lesley Maughan

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder attends regular safeguarding training. She knows the procedures to follow should she have any concerns about a child's welfare. The childminder is committed and passionate in her practice. She evaluates her provision regularly and collects the views of parents, taking their feedback into consideration when making improvements. Excellent links have been established where children attend more than one setting. Regular exchanges of information supports children's continuous learning. Ongoing training ensures the childminder keeps her knowledge and skills up to date. For example, recent training has helped her improve her questioning skills. This helps her support children to think and try to work things out for themselves.

Quality of teaching, learning and assessment is good

The childminder observes children regularly. This helps her identify the next steps in their learning and plan appropriate activities to extend their learning further. She monitors their progress and shares her findings with parents. Children persist in their activities for long periods of time, showing high levels of concentration. They begin to solve simple problems. For example, children work out how they could make a track longer by using more pieces. The childminder promotes children's mathematical skills exceptionally well. They categorise and count objects in everyday play. They begin to understand the concept of weight and measure as they explain the train is too heavy to go over the bridge and too tall to go under it. Children use their imaginations well as they act out real-life situations during their play.

Personal development, behaviour and welfare are good

The childminder has clear behavioural expectations. She teaches children to be kind to each other and share and take turns. Children are confident and self-assured. The childminder consistently praises and encourages them for their efforts. For example, children excitedly show off their physical skills as they bounce on one leg. The childminder encourages other children to join in. They are very proud of their efforts and beam with pride. The childminder supports children's growing independence as she encourages them to do things for themselves. They show high levels of perseverance as they attempt to zip up their coats. Children learn to keep themselves healthy. They understand they must wash their hands before they eat. The childminder offers a variety of healthy meals and snacks. Children can access fresh drinking water at all times.

Outcomes for children are good

Children benefit from regular outings to places of interest in the local community. They successfully work together and begin to manage their own risk as they build dens in the local woodland. The childminder supports children's communication skills very well. She consistently introduces and models new language. For instance, during an activity, she encourages children to describe what they are feeling. She introduces descriptive words, such as 'spiky', 'rough' and 'smooth'. Children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY285287
Local authority	Bradford
Inspection number	10069118
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 November 2014

The childminder registered in 2004 and lives in the Wyke area of Bradford. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-old children.

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