

Childminder Report

Inspection date

23 November 2016

Previous inspection date

18 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 childminder has effectively addressed all actions and recommendations from her last inspection. She has worked with the local authority support adviser to develop her good practice. In addition, she attends safeguarding training and updates her knowledge on a regular basis.
- The childminder uses a variety of effective strategies to challenge, extend and support children in developing their skills and knowledge. She provides opportunities for children to solve problems and asks questions that extend their thinking. Children make good progress in their learning and development.
- The childminder promotes children's communication and language development well. She talks consistently to children, describing what she and they are doing in their play. Children listen attentively. The childminder pronounces words clearly to help enhance children's speech and extend their vocabulary.
- Children behave well. The childminder offers appropriate rules and boundaries to help children regulate their behaviour. She teaches young children to develop respect for each other's play and efforts. Children work cooperatively together and are developing an awareness of being fair and taking turns.

It is not yet outstanding because:

- The childminder's professional development has concentrated on mandatory training and is not yet fully focused on raising the quality of teaching to outstanding.
- Although parents speak highly of the service the childminder provides, she has not explored more ways to actively engage them in contributing to the evaluation of her setting to drive further improvement.

What the setting needs to do to improve further

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

- focus professional development on raising the quality of teaching to outstanding
- explore further opportunities for parents to share their views and ideas when evaluating the service offered, to drive further improvement.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out an evaluation of teaching with the childminder, following a planned activity.
- The inspector checked children's records and a range of other documentation, including policies and procedures.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector discussed the childminder's self-evaluation.
- The inspector took account of the written statements that parents provided.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder can identify the potential signs of abuse. She is confident about the procedures to follow should she have concerns about a child's welfare. The childminder regularly monitors children's learning. This helps her to quickly identify any gaps in their development. She works with parents and other professionals to put measures in place to help children catch up. The childminder builds relationships with other settings that children attend. She actively works on shared targets to complement children's learning and to meet their individual needs. Overall, the childminder evaluates the quality of her setting accurately.

Quality of teaching, learning and assessment is good

The childminder gathers detailed information about children's abilities before they start. She regularly observes and accurately assesses children's learning. Parents are kept well informed about how well their children are progressing. The childminder provides activities that challenge and sustain children's interest and concentration. She is flexible in her approach, she reshapes and extends activities to continually follow children's interests. For example, children decide to combine different train sets together. Older children choose the tracks and place them confidently, identifying the direction the train will move. The childminder successfully uses this opportunity to introduce the mathematical concepts of shape, size and position. Young children demonstrate their developing imagination and they pretend to drive a tractor. They make appropriate sound effects to represent the action of the tractor's trailer tipping up. The childminder supports children through skilful encouragement as they learn to use scissors and develop their competence.

Personal development, behaviour and welfare are good

The childminder displays a warm and caring approach with children. She is responsive to their needs. Children develop strong, trusting relationships with the childminder. Their emotional well-being is supported. Children develop a sense of achievement when they complete activities. They are encouraged to take pride in their successes. Children follow routines well and become increasingly independent. They are developing their skills in getting themselves dressed. Children's physical well-being is strong. They eat healthy meals and have time for rest and play. In addition, children enjoy regular outings to the local park and woodland. The childminder teaches children about diversity within the community and wider world, including different festivals and celebrations.

Outcomes for children are good

Children demonstrate a persistent and determined attitude. They are eager and self-motivated in their play. Younger and older children's concentration is sustained during activities. They are confident to express their own preferences and interests. Young children develop a love of books and they skilfully turn the pages and talk about the pictures. Children's manipulative skills that help with early writing are developing well. Children enjoy drawing and practising their pencil control. Children are making good progress. They are developing the skills needed in readiness for the next stage of their education, including school.

Setting details

Unique reference number	EY300904
Local authority	Bradford
Inspection number	1043405
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	18 October 2013
Telephone number	

The childminder was registered in 2005 and lives in Keighley, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

