

Childminder report

Inspection date	22 November 2018
Previous inspection date	22 September 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

- Children have formed close relationships with the childminder and her assistant. They laugh and giggle frequently and readily go for cuddles when needed. These positive relationships help to promote children's emotional well-being, confidence and self-esteem effectively.
- The childminder monitors children's development regularly. She tracks the progress that they make and identifies what they need to learn next. Children make good progress.
- Children are keen to learn and motivated to join in with activities. For example, they enjoy cooking in the play kitchen together. They use their imagination to create casserole, coffee and currant buns using conkers.
- The childminder and her assistant promote children's thinking skills effectively. One example of this is supporting children to work out which pieces of train track fit best in which position, to make a successful track.
- Children behave well. They listen carefully to the childminder and her assistant, such as following an instruction to help to tidy all the toys away.
- The childminder promotes children's independence successfully. For example, children attempt to peel their own bananas for snack. They practise using knives to chop their own banana into pieces successfully.
- The childminder does not consistently encourage parents to contribute their own information to children's ongoing assessments or help them to further support and extend children's learning at home.
- The childminder does not target professional development opportunities precisely enough for herself or her assistant, to raise the quality of teaching to a higher level

What the setting needs to do to improve further

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

- strengthen partnerships with parents to encourage them to contribute their own information more effectively to children's ongoing assessments and help them to further support and extend their child's learning at home
- focus professional development opportunities more sharply to help to raise the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder and her assistant and had discussions at appropriate times during the inspection.
- The inspector looked at a range of documents, such as children's observations and assessments, training records and a sample of policies and procedures. The inspector discussed self-evaluation with the childminder.
- The inspector spoke to children during the inspection and took account their views.
- The inspector took account of parents' written feedback received via questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

Overall, the childminder reflects on the effectiveness of the setting, using the views of parents and her assistant. For example, she re-organises the rooms so that children are not disturbed while eating as parents arrive to collect children. This also creates an entrance for parents where they can view key information, such as weekly menus, activities and children's craft work. Safeguarding is effective. The childminder and her assistant have recently attended safeguarding training. They can identify signs and symptoms of different types of abuse. They understand what action to take and who to share their concerns with. They are knowledgeable about wider safeguarding concerns, such as the grooming of young children. The childminder works closely with her assistant. For example, she ensures that the assistant is fully aware of children's individual needs.

Quality of teaching, learning and assessment is good

The childminder plans activities that interest children and support what they need to learn next. For example, they make a picture of currant buns and the childminder demonstrates how to hold and use scissors effectively. She skilfully supports children to 'have a go'. Children delight at chopping plastic straws for the first time and then stick them onto their pictures with glue. This helps children to develop their physical skills successfully. The childminder and her assistant ask questions to extend children's thinking. For example, children count how many pom-poms they have of different colours and sizes. This helps to promote children's mathematical and creative skills well. The childminder keeps parents informed about their child's day, including through daily conversations, photographs and summary reports.

Personal development, behaviour and welfare are good

Children enjoy being outdoors. They go on a variety of walks and visit parks and groups in the community. They meet up with other childminders and the children they look after. This helps to further develop children's social skills and understanding of the world around them. The childminder and her assistant teach children the importance of good hygiene, for example, they model how to wash their hands thoroughly. The childminder encourages children to learn about risk and how to manage this safely. For example, children think about how and why they need to use knives safely when cutting up fruit.

Outcomes for children are good

Children make good progress from their starting points. They develop friendships and learn vital social skills. For example, they excitedly play a game of hide and seek together. Children listen carefully and join in with actions while they sing songs using props. They enjoy reading and making marks on paper. Children are creative and imaginative. They use natural resources, such as pine cones and twigs to create their own Christmas decoration. This helps children to develop key skills in readiness for school and in preparation for their future learning.

Setting details

Unique reference number	EY338800
Local authority	Bradford
Inspection number	10069125
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 14
Total number of places	12
Number of children on roll	19
Date of previous inspection	22 September 2014

The childminder registered in 2006. She operates all year round, Monday to Friday, from 7.30am until 6pm, except for bank holidays and family holidays. She works with an assistant.

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