

Childminder report

Inspection date	13 December 2018
Previous inspection date	29 October 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 is welcoming and knows the children in her care exceptionally well. As a result, children are settled and show high levels of involvement and emotional well-being.
- The childminder provides a homely environment for the children where they build confidence and explore freely. This helps them to feel safe and secure.
- The childminder is a forest school childcare provider. She organises numerous opportunities for children to engage with the outdoor environment, supporting their learning. For example, children grow their own fruit and vegetables at their own allotment.
- The childminder works closely with parents and other professionals to support children with special educational needs and/or disabilities (SEND).
- Children learn about the world around them through the many outings planned by the childminder. For instance, children enjoy visiting local parks, woods and playgroups.
- The childminder does not consistently seek regular feedback from children and parents to contribute to her systems of self-evaluation, to build further on the good service she provides.

What the setting needs to do to improve further

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

- seek regular contributions from parents and children to enhance the self-evaluation process.

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector observed the interaction between the childminder and the children and considered the impact this has on children's learning.
- The inspector looked at samples of children's learning files and records, along with a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector and the childminder jointly evaluated an activity together.

Inspector
Clare Cotton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to keep the children in her care safe. She knows the signs and symptoms which might indicate a child is at risk of harm. The childminder is aware of the correct procedures to follow should she have any concerns about a child's well-being. She keeps her professional knowledge up to date and regularly attends training. For example, she has attended training to support a child with SEND. The childminder works well with other professionals and acts upon advice given to fully support children's individual needs.

Quality of teaching, learning and assessment is good

The childminder gets to know children's individual personalities well. As a result, she is able to plan suitably challenging activities to support learning across all areas of development. She uses children's interests to keep them motivated and eager to learn. Children take an active role in their learning as they collect stones of different sizes and shapes to paint later. The childminder's assessments of what children can do are accurate, including their starting points. The childminder shares children's assessments with parents along with their next steps, to ensure continuity of care and learning. She supports children's communication and physical skills and their social and emotional development well. For example, children take part in daily forest school sessions during which they work together, practise their physical skills and learn about the world around them.

Personal development, behaviour and welfare are good

The childminder provides a wide range of resources for children to access independently. She follows children's interests and offers a varied curriculum to promote the next steps in their learning. Children have formed good relationships with the childminder and each other. They show high levels of emotional well-being as they confidently move around the childminder's home. Children are aware of the rules and boundaries, and they listen to the childminder. She promotes good manners, such as encouraging children to say 'please' and 'thank you'. Children learn about being healthy and have lots of opportunities to be active. For example, they help to grow their own food at an allotment.

Outcomes for children are good

All children, including those with SEND, are making progress from their starting points. They are working comfortably within the stage of development appropriate for their age. The childminder supports children's early literacy skills well. For example, as older children make marks with sticks in the mud the childminder encourages them to form the letters in their name. Children's mathematical skills are promoted, for instance, as they explore concepts such as numbers, size, weight and shape when collecting stones in the woods. Children are well prepared for the next stages in their learning and eventual move on to school.

Setting details

Unique reference number	EY345179
Local authority	Bradford
Inspection number	10069126
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 October 2014

The childminder registered in 2006 and lives in Bradford. She operates all year round, from 7.15am to 5.30pm from Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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