

Childminder Report

Inspection date

14 July 2015

Previous inspection date

27 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a very good understanding of her role in keeping children safe and appropriately manages any issues as they arise. She regularly reviews the environment to ensure hazards are minimised and involves the children in assessing their own safety.
- The childminder has a dedicated indoor play area which leads to a well-resourced outdoor space. The areas have been designed to motivate children to make independent choices about where and what they wish to play with.
- The quality of teaching is good. Children make good progress because the childminder knows how to promote their learning and development successfully.
- The childminder is a good role model and manages children's behaviour sensitively, taking into account their ages and levels of understanding.
- Children develop a firm sense of belonging because the childminder follows consistent routines that help them know what happens next at any point in the day. Established routines are in place to promote consistency of care.
- The childminder demonstrates effective partnerships with parents and others. Parents are kept fully informed about their children's day and are actively encouraged to remain involved in their children's learning and development in the setting and at home.

It is not yet outstanding because:

- On occasions, the childminder does not extend children's mathematical development.
- The childminder does not always maximise the opportunities to share her good quality teaching with her assistant, in order to raise standards to the highest level.

What the setting needs to do to improve further

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

- strengthen children's mathematical development by providing more opportunities to explore the colour, size and shape of objects
- devise even better systems to assess the quality of teaching, so that positive examples of practice can be shared and any weaknesses can be addressed.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children during play.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector accompanied the childminder and the children on a trip to school.
- The inspector carried out an observation of a planned creative activity and discussed the outcome with the childminder.
- The inspector spoke to the assistant during the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and other adults in the household.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a secure understanding of how children learn and develop. She plans interesting activities to help each child achieve their next steps for learning and interacts to support and challenge them well. The childminder observes and tracks children's progress in their learning and development, which gives her a clear picture of children's current abilities. This enables her to ensure all children are making good progress towards the early learning goals. She successfully fosters children's imaginary play by providing a range of toys, resources and activities. Children's early writing skills are promoted well, they develop good hand-to-eye coordination and begin to understand that letters convey meaning. As a result, they are motivated to keep on trying and become active learners. The childminder builds on children's developing mathematical skills. However, on occasion she misses opportunities to talk about shapes and to introduce colour into everyday activities or routines. Nevertheless, children are well prepared overall for the next stage in their learning and the move on to school.

The contribution of the early years provision to the well-being of children is good

Children are happy and settled in the care of the childminder. They explore the environment confidently and make requests about what they would like to do. Children are encouraged to be independent and follow good self-care routines which are appropriate to their age. Children have formed close attachments with the childminder, which helps to support their emotional well-being and self-esteem. She uses praise effectively and acts as a good role model. Children respond well to boundaries and help with everyday tasks. Children are given good opportunities to develop their physical skills through regular exercise. The childminder works with parents to gather information about children's individual routines and starting points. This enables a smooth transition into the setting and helps children to feel secure.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the legal requirements. Policies and procedures that support children's health, safety and well-being are successfully implemented. The childminder shares these with her assistant, to ensure she knows the correct procedures to take and regularly updates her knowledge through discussion. Systems for self-evaluation are in place. The childminder regularly seeks the views of children, parents and her assistant. Parents comment in letters and praise the standard of the childminder's provision. They state their children have made good progress and the childminder encourages children to develop good behaviour, kindness and compassion. However, the childminder does not make the best use of opportunities to share ideas about best practice with her assistant in order to raise the quality of teaching to an outstanding level.

Setting details

Unique reference number	EY346811
Local authority	Bradford
Inspection number	863140
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	22
Name of provider	
Date of previous inspection	27 September 2011
Telephone number	

The childminder was registered in 2007 and lives in Bradford, West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family and bank holidays. The childminder works with a co-minder and also has an assistant. She has a relevant qualification at level 3.

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