

Childminder Report

Inspection date

19 April 2016

Previous inspection date

6 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 a secure knowledge of children's individual needs and interests. She plans and provides appropriate and interesting activities across all areas of learning, which helps children to make good progress.
- The childminder has made strong links with the local school. This helps to prepare children well for their future move on to formal education.
- Partnerships with parents are effective. The childminder gathers a good range of information when children first start and gives parents regular feedback about their children's daily achievements.
- Children are well behaved. The childminder teaches children to share, take turns and be good friends with one another. She praises children, which helps them to recognise their own achievements and raises their self-esteem.
- The quality of teaching is good. The childminder asks children questions that effectively encourage them to think critically and extend their learning.

It is not yet outstanding because:

- The childminder has not considered further ways to enhance her programme of continuous professional development.
- The childminder does not fully extend children's understanding of diversity in the wider community to develop their understanding of other people's cultures, faiths and traditions.

What the setting needs to do to improve further

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

- make the most of professional development opportunities that increase the potential to raise the quality of teaching to an exceptional standard
- extend the opportunities to strengthen children's understanding of similarities and differences between themselves and people in the wider community.

Inspection activities

- The inspector viewed areas of the childminder's home used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector looked at policies, children's personal profiles and a range of other documentation, including evidence of qualifications and suitability of household members.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took into account the written views of parents.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has completed training since her last inspection and understands her responsibilities with regards to child protection. The childminder ensures risks are identified and managed to keep children safe. The childminder holds a childcare qualification and uses her knowledge effectively to ensure children receive high-quality care and learning experiences. She has successfully addressed the recommendation raised at her previous inspection, which reflects her commitment to continual improvement. She reviews her provision to help her identify and make improvements, which has a positive impact on children's learning and outcomes.

Quality of teaching, learning and assessment is good

The well-qualified childminder observes children as they play and she uses this information to plan for their future learning. This helps her to identify and close any gaps in children's learning. The childminder completes regular assessments of children's progress and shares these with parents. This helps to promote continuity in children's care and learning. Children engage well in imaginative play opportunities. For example, they enjoy acting out serving pizzas in a restaurant. The children laugh and smile as the childminder cooperates and follows their instructions. The childminder effectively helps young children to extend their vocabulary. She listens to what children have to say and repeats words back to them to help them with the pronunciation. Children are well motivated and readily engage in activities. For example, the childminder provides a tray of sand with a variety of objects, which effectively promotes young children's natural curiosity and sensory play.

Personal development, behaviour and welfare are good

Children independently access a wide variety of resources within the attractively arranged, well-resourced setting. The childminder develops positive and warm relationships with children, which supports them in feeling happy and emotionally secure in her care. This helps to promote children's motivation and confidence. Children have good opportunities to develop their independence and self-care skills throughout the day. For example, the childminder supports children to put on their own coats ready for outdoor play. Children's physical development is promoted daily through access to the outdoor area and visits to the local parks. The childminder provides nutritious home-cooked meals. This helps children to establish a positive approach to a healthy lifestyle.

Outcomes for children are good

All children make good progress in their learning. They develop their independence and confidence during daily activities. Children are keen to take part and are curious about new experiences which support their future learning. Children's emotional well-being is effectively promoted by the childminder. Children are kept safe and show they feel secure and at ease as they play happily in her care. They are well prepared for the next stage in their learning, including school.

Setting details

Unique reference number	EY357041
Local authority	Bradford
Inspection number	863487
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	6 July 2012
Telephone number	

The childminder was registered in 2007 and lives in Horton Bank Top, Bradford. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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