

Inspection date	11 February 2015
Previous inspection date	23 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 quality of teaching is good. Children make good progress as they happily engage in purposeful learning experiences delivered through play.
- The childminder uses observation and assessment to effectively identify individual children's levels of achievement. She has a good understanding of how to support and plan for children's next steps in learning and development, helping them to make good all-round progress.
- Partnership with parents, other agencies and professionals are strong. As a result, children's care and learning needs are well met. They receive good support when they first start and when moving on to other settings and school.
- The safeguarding and welfare requirements are fully understood by the childminder through clear and well-written policies and procedures, which are embedded in the children's daily routine to ensure they stay safe.
- The childminder sensitively settles children into the provision and builds secure emotional attachments with them. Consequently, children are self-motivated, secure and safe.
- The childminder's drive for improvement is effectively supported by good systems that monitor and review the quality of her provision and by her continued commitment to her own professional development. This enhances all aspects of her provision and, therefore, children continue to make good progress.
- The childminder ensures children behave well because she is a good role model who makes sure they understand to take turns and be kind to one another.

It is not yet outstanding because:

- Children's early recognition of numbers is not enhanced to the maximum potential. This is because children have less exposure during routine play to see numbers presented in printed form as numerals.

What the setting needs to do to improve further

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

- build on the opportunities for children to further develop their mathematical skills by giving them greater exposure to written numbers so they can recognise and use numerals in their routine play.

Inspection activities

- The inspector toured the home of the areas used for childminding, including the lounge, dining kitchen, downstairs toilet and rear garden.
- The inspector looked at a range of documentation including evidence of childminder's qualification, Disclosure and Barring Service checks for all adults in the home and a selection of policies and procedures, including safeguarding and children's learning records.
- The inspector observed children playing throughout the inspection.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents and discussed and looked at the childminder's self-evaluation.

Inspector

Jane O'Callaghan

Inspection findings

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

The childminder provides a good range of toys and resources which are age appropriate and cover all areas of learning. Teaching is good; the childminder challenges children through purposeful planning, taking account of their interests. For example, children enjoy playing with the coloured rice. They use a good selection of tools to scoop the rice and watch as it goes through the sieve. As children play with the rice, the childminder challenges them by asking how many scoops fill the container. Children start to count and do this confidently. However, children's early ability to recognise numbers as numerals, or extend their counting skills, is not maximised. This because they have less exposure to print with written numbers, numerals and supporting pictures. Children use their imagination well as they pretend to post their letters in the toy post box. The childminder keeps parents well informed about their children's progress in their learning and development. Parents are keen to contribute to learning records by providing information about their children's experiences at home. This shared approach to learning helps to develop key skills needed for their future learning and school.

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

Children are settled in the childminder's care because the settling-in processes are based around the needs of the children and their family. Good levels of information are gathered from parents when children are new and this is used well to meet their individual needs. Children's safety is a priority. They learn how to evacuate the premises by practising fire drills and how to cross the road safely. Children become independent from a young age as they learn to feed themselves and manage their hygiene routines. The childminder provides healthy and nutritious food, which is freshly prepared, and she ensures that children have plenty of water to drink. Children get daily opportunities for fresh air and exercise, which contributes to their good health and physical well-being. For example, they go on trips to the park or use the well-resourced garden. The childminder regularly takes children to groups and this teaches them how to adapt their behaviour to social situations. This builds children's self-esteem and confidence and prepares them well emotionally for the move to nursery and school.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is fully aware of child protection issues and of her responsibility to protect children from harm. She completes risk assessments for all areas of the home, outside and outings and reviews these regularly to reduce risks. She has a good understanding of the learning and development requirements and uses her knowledge well. She monitors the educational programmes to ensure all areas of learning are covered and provides suitable challenge for children to make progress. The childminder has good partnerships in place with other providers of the Early Years Foundation Stage to ensure continuity of care and learning for children.

Setting details

Unique reference number	EY364496
Local authority	Bradford
Inspection number	821092
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	23 February 2012
Telephone number	

The childminder was registered in 2007 and lives in Menston, Leeds, West Yorkshire. She operates all year round from 8am to 6pm Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 qualification in childcare.

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