

Childminder Report

Inspection date

19 October 2016

Previous inspection date

21 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 quality of teaching is good. The well-qualified childminder uses her knowledge of children to effectively identify the next steps in their learning. Assessments of children's development are accurate and precise. Children make good progress in their learning.
- Children form strong attachments with the childminder and her assistants. They settle in well, are happy, confident and have a strong sense of belonging.
- The childminder and her assistants are good role models to children and manage their behaviour effectively, according to their age and understanding. This helps children to learn about the difference between right and wrong.
- The childminder supports children's independence and physical skills well. Children learn to dress themselves, select their own resources and young children are encouraged to stand and walk. The childminder ensures they are safe at all times.
- The childminder has made some significant improvements since her the last inspection. She has implemented a stringent procedure for providing information to Ofsted and has devised a self-evaluation process to further assist her in identifying areas for improvement.

It is not yet outstanding because:

- Occasionally, the childminder does not provide enough opportunities for children to think and respond to questions, to extend their early number and mathematical skills.
- The childminder does not always help older children to understand that good practices with regard to eating and hygiene can contribute to good health.
- The childminder does not always reflect on the practice of her assistants to help identify and meet their professional development needs even more precisely.

What the setting needs to do to improve further

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

- give children the time they need to think and respond to questions, that further help to extend their understanding of number and mathematical concepts
- help older children to become more aware of how good practices with regard to diet and hygiene contribute to their good health
- reflect more precisely on the practice of the assistants to identify and meet their professional development needs.

Inspection activities

- The inspector observed activities and interaction between the childminder, her assistants and the children during play.
- The inspector spoke to the assistants during the inspection.
- The inspector carried out an observation of a planned activity and discussed the outcome with the childminder.
- The inspector looked at the childminder's self-evaluation form. She also looked at a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector checked evidence of the childminder's qualifications and training certificates. She also checked the evidence of the suitability of the childminder and her assistants, and the suitability of all people living on the premises.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants keep their safeguarding knowledge up to date. They know what they have to do if they have any concerns about a child's welfare or when they may be at risk of harm from extreme behaviours and views. The childminder monitors children's progress effectively and uses this information to identify areas where children are doing well or where they might need more support. She understands how to liaise with other professionals to receive additional support and share information to help ensure outcomes for all children are good. The childminder evaluates the effectiveness of her provision, taking into account the views of her assistants and parents. She works well together with her assistants, planning activities and having regular conversations about the provision. This helps to identify areas for development and improvement.

Quality of teaching, learning and assessment is good

The childminder plans activities which incorporate children's interests and their next steps in learning. This is one of the ways she ensures that activities are meaningful to children and their enthusiasm to learn is supported. Consequently, children develop the skills they need in readiness for nursery or school. The childminder supports children's curiosity and exploration skills well, through good interactions during their play. For example, babies explore textures of resources and they become fascinated in making noises, while older children work creatively with expanding corn. The childminder promotes children's communication development well, for example, she repeats words to young children and introduces descriptive words to older children who play imaginatively with small-world people. The childminder establishes trusting relationships with parents and keeps them up to date about their child's ongoing progress.

Personal development, behaviour and welfare are good

The childminder provides a caring and nurturing environment. Children learn to become independent. For example, the childminder provides a wide range of resources and activities with visually labelled baskets and boxes, which helps children to make choices about what they want to play with. Children communicate well with each other and express their opinions and their feelings. For example, the childminder uses a good tone of voice and bends down to children's level when speaking to children about positive ways to behave. The childminder skilfully uses her initiative to observe children at play and joins in, in order to help children achieve what they set out to do.

Outcomes for children are good

Children show they are inquisitive learners. They are excited and enthusiastic as they take part in interesting experiences, such as pretending to be animals in a song. They move their bodies with control and they are excited about their play. They are making good progress from their individual starting points and are acquiring the skills they need for future learning.

Setting details

Unique reference number	EY393264
Local authority	Bradford
Inspection number	1044501
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	12
Number of children on roll	22
Name of registered person	
Date of previous inspection	21 November 2014
Telephone number	

The childminder was registered in 2009 and lives in the Bierly area of Bradford, West Yorkshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with three part-time assistants.

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