

Childminder Report

Inspection date

27 April 2016

Previous inspection date

7 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Since the last inspection, the childminder has made vast improvements. She is a reflective practitioner and is reviewing and adapting her policies and procedures to ensure children receive good quality care and education.
- Children are making good progress in their learning and development. The childminder observes children accurately. She effectively assesses their learning and development and implements effective next steps in learning, in order to support them further.
- The childminder has established strong attachments with children and good relationships with parents. Children show they feel safe and secure in the setting. They are happy, confident and self-motivated.
- The childminder manages children's behaviour well. She remains calm and consistent in the messages she gives to children. Children are taught how to share, take turns and are supported effectively to manage their feelings.
- The childminder keeps parents well informed of how well their children are progressing in their learning and development. She effectively liaises with parents and other providers to help ensure continuity of care and learning for children.

It is not yet outstanding because:

- Occasionally, opportunities to promote early reading and writing skills are not maximised.
- The childminder does not take every opportunity to teach children about diversity and how other people and communities live within the world.
- The childminder has not yet set priorities to enhance her skills in teaching further or to extend professional development opportunities.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their early literacy skills, such as reading, writing and drawing
- offer more opportunities for children to learn about different people and communities and extend their growing understanding of the world
- focus more precisely on developing a targeted programme of professional development that promotes excellent practice and high achievements for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector discussed aspects of policy and practice with the childminder. She looked at relevant documentation, such as health and safety documents, accident and medication records, risk assessments and children's learning files.
- The inspector viewed the premises where children play and assessed the suitability and safety.
- The inspector checked evidence of the suitability of the childminder and viewed training certificates.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps children safe and secure at all times. She effectively risk assesses all potential hazards and has strategies in place to minimise them. The childminder has a good knowledge and understanding of the policies and procedures to follow should she have a concern about a child's welfare. The childminder is motivated and enthusiastic to drive improvements. She has acted upon all actions from her previous inspection to enhance the quality of her provision. The childminder knows children well, including their current interests at home. She effectively plans and tracks children's progress in their learning and development. This helps her to identify any gaps in children's development so that swift action can be taken if necessary.

Quality of teaching, learning and assessment is good

The childminder provides a good balance of child initiated and adult-focused activities. She supports children to develop their skills based on accurate observations and assessments. For example, she teaches younger children to concentrate and extend their physical skills and their hand-to-eye coordination. Children show excitement as they master the art of threading beads onto string. The childminder supports children in developing their early mathematical skills. She encourages children to count as they organise beads into colours and shapes. Children's imagination is ignited as they pretend that the string of beads is something else, for example, a snake or a caterpillar. The childminder teaches children about life cycles. Older children show their emerging knowledge and understanding when they answer competently that caterpillars turn into butterflies. The childminder effectively promotes communication and language skills. She skilfully asks questions and initiates conversations with children about their ideas.

Personal development, behaviour and welfare are good

Children respond well to the calm and positive role model provided by the childminder. She frequently praises children's efforts and achievements. This helps raise their confidence and self-esteem. The childminder ensures children go out on a daily basis so that they benefit from fresh air and exercise. Children benefit from these opportunities which enable them to mix with others and build friendships. Children eat a range of nutritious food; such as fruit for snacks. This helps them to learn about healthy lifestyles and promotes their physical well-being. The childminder effectively supports children during their move to school, and helps them to be emotionally and developmentally ready.

Outcomes for children are good

Children are making good progress in relation to their starting points. They are acquiring the skills needed in preparation for their next stage in learning, such as school. Children develop their communication and language skills well. They offer their opinions and solve problems which show that they are beginning to think critically and creatively. Children are becoming independent and are learning to manage and become self-sufficient in their self-care skills. They are motivated and enthusiastic learners who are developing an eager disposition for learning.

Setting details

Unique reference number	EY396036
Local authority	Bradford
Inspection number	1042587
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	7 January 2013
Telephone number	

The childminder was registered in 2009 and lives in Bingley, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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