

Childminder Report

Inspection date

10 November 2016

Previous inspection date

31 October 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 childminder gathers the views of parents and other professionals to help evaluate her practice effectively. She has worked hard since her last inspection to successfully raise the quality of her practice. This helps to support good outcomes for children.
- The childminder knows the children well and has ambitions for their success. She has a good understanding of children's expected development. She makes accurate assessments of children's achievements and identifies their next steps in learning.
- The childminder provides children with a good range of opportunities to be physically active. Children play in her garden and enjoy regular trips to the playground and park. They challenge their climbing abilities on the different apparatus and terrains. Children's physical well-being is strong.
- Children develop strong, loving bonds with the childminder. They are happy and confidently explore the environment. The childminder is warm and responsive to children's needs. Her good practice helps children to develop strong emotional well-being.

It is not yet outstanding because:

- The childminder does not yet encourage all parents to share information about their children's development when they start to attend her setting.
- The childminder does not fully give children the time they need to answer questions and solve problems.

What the setting needs to do to improve further

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

- explore further ways to encourage all parents to share what they know about their children's development on entry to the setting
- extend the time children have to respond to questions that help them build on their thinking skills and develop their ability to solve problems.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and development.
- The inspector carried out an evaluation of teaching with the childminder following a planned activity.
- The inspector looked at children's records and a range of other documentation, including policies and health and safety procedures.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector discussed the childminder's self-evaluation. She took account of the views of parents spoken with during the inspection.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is knowledgeable about child protection and safeguarding legislation. She has a secure understanding of the signs and symptoms of possible abuse. In addition, she knows safeguarding procedures to follow, including those should an allegation be made against her or a family member. The childminder supervises children at all times and ensures adult-to-child ratios are maintained. The childminder knows how to identify and minimise risks to children, both on and off the premises. This helps to keep children safe. She makes use of information and training from the local authority and other organisations to improve her practice. The childminder completes the required progress check of children's development between the ages of two and three years. Parents are very complimentary about the childminder's care. They believe their children are safe, secure and developing well.

Quality of teaching, learning and assessment is good

The childminder tracks children's progress regularly to monitor their achievements and identify any gaps in their learning and skills. She plans successful interventions to help children catch up quickly. Children demonstrate good listening and attention, overall, as they share books together. Young children accurately name the majority of the illustrations in their favourite books. The childminder uses these opportunities well to introduce new vocabulary which the young children confidently repeat. The childminder uses her voice, tone and facial expressions to skilfully interact with babies as they babble. They hold long conversations with the childminder, interspersed with increasing recognisable words. The childminder supports children's early writing and drawing skills. She provides resources for them to explore. Children make vertical marks with control and the childminder narrates and praises them for what they have achieved.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and homely environment. Children make independent choices and explore the available resources and experiences. This helps children to become involved and motivated in their play. The childminder sets expectations of behaviour that the children follow. They are calm and well behaved. Older children play cooperatively while accommodating and including the younger children. The childminder teaches children a range of skills to help them learn about the importance of adopting a healthy lifestyle. For example, she encourages children to wash their hands before eating the healthy food and snacks she provides. The childminder makes good use of local groups. These help children learn about diversity in the local community and wider world.

Outcomes for children are good

Children are confident, motivated and keen to learn. They make good progress from their starting points and are working securely within the stage of development expected for their age. Young children play imaginatively and act out familiar experiences. They demonstrate strong hand control and coordination. Children join in singing familiar songs and perform the actions with confidence and good recall. Children develop the skills and attitudes to learning that they need for their eventual move to nursery or school.

Setting details

Unique reference number	EY398352
Local authority	Bradford
Inspection number	1044401
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	31 October 2014
Telephone number	

The childminder was registered in 2009 and lives in Bradford, West Yorkshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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