

Childminder report

Inspection date	27 November 2018
Previous inspection date	21 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 developed good relationships with parents. She knows the families well and regularly maintains a daily exchange of information regarding children's care and developmental needs. This helps to ensure a consistent approach.
- The childminder reviews her provision to help drive improvement. She meets regularly with other childminders and they share up-to-date information on early years issues. She also seeks the views of parents and children and takes account of their suggestions.
- The childminder has a good understanding of how children learn and where children are in their learning. She recognises the interests of children in her care and plans stimulating and challenging experiences. Children develop good skills to support their future learning.
- The childminder supports children effectively as they move from home to her provision. Settling-in procedures are tailored to the individual needs of each child and their family and help children to develop secure emotional attachments to the childminder.
- Babies and young children show they feel safe and secure with the childminder through their play and interactions. She treats them with kindness and care and helps children gain a sense of belonging.
- The childminder takes children on a range of outings in the community. They go to local parks and toddler groups. These experiences help children to understand their local community, develop good social skills and understand the world around them.

What the setting needs to do to improve further

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

- make the best use of opportunities to consistently build on children's early language skills so they learn to pronounce words correctly.

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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with children during the inspection.
- The inspector took account of parents' views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has kept up to date with new child protection guidance. She has a clear understanding of how to identify signs that a child is at risk of harm and the correct procedure to follow to help assure their welfare. Risk assessments are thorough which helps to ensure that the premises are safe. The childminder uses her assessments to monitor children's learning. This helps her to identify any areas where children may need further support. The childminder continues to improve her knowledge and skills. For instance, recent training increased the childminder's understanding of why relationships, communication and language are crucial to babies' development.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of each child's developmental stage and needs. She plans children's learning effectively and uses good teaching skills to adapt activities to keep children challenged and interested. For example, the childminder offers lots of support as babies use their developing physical skills and coordination to reach and hold toys. She talks continually to the children about what they are doing and introduces simple words, such as colour names. The childminder places a high priority on children's communication and language skills, overall. She talks to children, offering commentary and repeating and extending what they say. Literacy skills are promoted well. For example, younger children's interest in books is effectively fostered as they help themselves from the wide selection available. They enjoy listening to stories with the childminder and identify the names of the animals and enjoy making their sounds. The childminder captures younger children's curiosity to experiment with water and to help them learn about colour. She weaves in simple mathematical language, such as 'full' and 'empty' and opportunities to count.

Personal development, behaviour and welfare are good

The childminder works closely with parents from the start to share information about children's care routines and individual needs. The childminder has accurate expectations of children and supports them effectively to try new things. This helps children develop their confidence and independence as they play. The childminder provides nutritious meals and snacks. She manages children's behaviour well. She gives them clear, consistent rules and boundaries which are appropriate to children's age and stage of development. Regular use of praise and encouragement helps to boost children's self-esteem. The childminder seizes opportunities to teach children about road safety and traffic when they walk within the community. This helps children to learn how to manage their personal safety and helps to promote independence and welfare.

Outcomes for children are good

All children are working well within expected levels of development for their age. They are confident and self-assured. Children are eager to participate and this positive attitude creates a secure foundation for future learning and school. Children enjoy singing rhymes and sharing books with the childminder. Babies start to respond vocally to the childminder's interactions. Babies develop their muscles and build head, neck and upper body strength during regular tummy-time sessions.

Setting details

Unique reference number	EY451141
Local authority	Bradford
Inspection number	10069144
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 July 2014

The childminder registered in 2012 and lives in Swainehouse, Bradford. The childminder cares for children all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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