

Childminder report

Inspection date: 5 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder and are fully engaged in the activities and motivated to learn. They make good progress and are well prepared for school. The childminder uses her knowledge of children's development and interests to plan exciting activities. For example, children learn to recognise numbers as they find them in the sand. They count objects well as they build a tower or put bricks back into the box. Children learn that writing has a meaning and begin to recognise numbers in their environment. They look at writing on a box and talk about how many bricks the box should contain. They then proceed to make sure all the bricks are back.

Children develop their independence skills well. They learn how to use knives safely as they cut their bananas and strawberries at snack time. They are also encouraged to put on their own coat and shoes before going outdoors to play. The childminder uses positive methods to promote good behaviour. Children are praised and encouraged for their efforts and learn why certain behaviour is not wanted, such as running indoors. As a result, children behave well and are confident in their own abilities.

What does the early years setting do well and what does it need to do better?

- Children enjoy being physically active outdoors in the fresh air. They demonstrate the different actions they can use as they cycle and kick a ball. The childminder encourages new skills, such as catching and bouncing the ball.
- Children begin to develop an understanding of nature and the world around them. The childminder initially introduces new resources so that children can explore them. For example, children play with leaves, magnifying glasses and toy insects indoors before going outdoors to look for insects in the garden. Children observe how the magnifying glass works and talk about how things become big when viewed in this way.
- The childminder incorporates stories into the daily routine. Along with regular discussions, these activities promote young children's language skills well. Children have easy access to a varied range of books and talk about their favourite characters. They thoroughly enjoy looking at books together.
- The childminder provides a wide range of activities that are freely accessible to children to encourage them to make choices. They focus as they build a house using the bricks. However, at times, children's concentration is interrupted because of routines, such as having to leave activities for snack time.
- Children and the childminder have warm caring relationships and children are happy and settled. The childminder chooses resources carefully to make sure they reflect positive images of diversity and the unique needs of every child and family. This means every child is valued and respected.

- Children learn good hygiene and safety practices and actively help in their care routines. For instance, they know how to dispose of used tissues and why they need to wash their hands. They use safety helmets when they play on wheeled toys and say that this is so that they do not hurt their head.
- The childminder is dedicated to developing her service and makes continual improvements. She reflects on her practice and takes into consideration parents' and children's views. For example, she has introduced packed lunches to reflect parents' preference. She attends training to update her skills. However, her professional development is not yet focused sufficiently on raising teaching to the highest level to help children achieve the best possible outcomes.
- The childminder works closely with parents to ensure each child's care and learning needs are fully met. When children first start, the childminder gains considerable information from parents about children's home routines, interests and what children already know and can do. This helps the childminder to clearly understand how to meet every child's needs appropriately.
- The childminder works closely with other early years providers that children attend. She shares relevant information with them about children's development. She provides activities and experiences that complement what children are learning in the nursery school. This helps to ensure continuity in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Keeping children safe is one of the childminder's prime concerns. She demonstrates a clear understanding of her duty to protect children and has completed relevant safeguarding training. She is fully aware of the indicators which may suggest a child is at risk of harm and knows what to do to report any concerns. She teaches children about safety within the daily routine, for example, when children walk to and from school and within the local area. She carries out risk assessments regularly and practises emergency evacuations with children. There are clear policies and procedures in place to protect children.

What does the setting need to do to improve?

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

- review the organisation of the activities to ensure that children's concentration and creativity is not interrupted by routines, such as snack time
- extend plans for professional development, to help raise the quality of teaching further and achieve the best possible outcomes for children.

Setting details

Unique reference number	EY459157
Local authority	Bradford
Inspection number	10075388
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in Bradford, West Yorkshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Helene Terry

Inspection activities

- The childminder explained how she organises her home. Areas used for childminding were seen by the inspector during the inspection visit.
- The quality of teaching was observed during activities and the impact this has on children's learning was assessed.
- The inspector had discussions with the childminder and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the written views of parents into account.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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