

Childminder Report

Inspection date

9 March 2016

Previous inspection date

27 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 supports children's communication very well. She models language, responds to very young children's attempts to make conversations and repeats words back to them. Older children have a wide vocabulary and the ability to share their ideas and thoughts verbally.
- The well-qualified childminder is motivated and committed to her continued professional development. She uses a wide variety of methods to keep abreast of research and current practice. This helps her to continually improve the quality of her setting.
- The childminder has developed good partnerships with parents. She provides a flexible, supportive service and works very closely with them. Parents highly value the contribution she offers to their children's care and education.
- The childminder supports children's developing awareness of the similarities and differences between themselves and other people. She provides resources and experiences that effectively help them develop a tolerance and respect for people of different races, cultures and abilities.
- The childminder is committed to improving her setting. She knows the strengths of her practice and considers the views of parents and children when identifying areas for improvement. This helps to have a positive impact on the care and education she provides for children.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to fully exploit toddlers' particular interests and further develop their concentration and learning.
- The childminder does not always promote children's knowledge of simple calculations to further expand their mathematical understanding.

What the setting needs to do to improve further

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

- build on planned activities and experiences to challenge toddlers' interests and extend their learning even further
- broaden opportunities for children to develop their understanding of simple calculations.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- 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 procedures.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector discussed the childminder's self-evaluation and took account of the views of parents.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection procedures. She is fully aware of the possible signs of abuse and what she needs to do should she have concerns. Risk assessments are carried out to ensure children are safe. The premises are secure and dangers are minimised. The childminder understands the importance of securing effective partnerships with other providers. She has built up good connections in the community and has established strong relationships with other childminders and schools in the area.

Quality of teaching, learning and assessment is good

Children are motivated and confident to express themselves as they play imaginatively together. The childminder uses a variety of teaching methods. For example, she encourages children to share their experiences and make links with what they already know. Children talk about getting married and weddings as they play. All children enjoy regular singing time with the childminder. They enthusiastically join in, confidently sing, play musical instruments and move their bodies in time to the beat. The childminder gathers information from parents about children's abilities at the very beginning. She uses this to identify their starting points and to ensure the next steps in children's learning are planned and achieved. She completes regular and accurate observations of children. The childminder uses her good knowledge to track their progress. She completes a summary assessment for each child which she shares with their parents. This includes the statutory progress check between the ages of two and three years. Any gaps in learning are quickly identified. The childminder and parents plan interventions together to help children catch up quickly.

Personal development, behaviour and welfare are good

The childminder tailors the settling-in process and visits to suit individual children and their families. Information about care routines and children's needs are shared before they start. The childminder is very responsive and recognises when children need reassurance. This helps children to form strong attachments, promoting their emotional well-being. The childminder helps children to understand how to behave from an early age. Older children learn how to share, take turns and interact gently with those younger than themselves. Children are provided with lots of opportunities to experience nature and develop their physical well-being in the outdoors. Their individual care and health needs are identified and met well. The childminder ensures that those who have individual dietary requirements are supported. Children help to prepare the healthy snacks and develop their understanding of healthy lifestyles. The childminder provides lots of opportunities for children to meet with other groups of people, supporting their developing social skills.

Outcomes for children are good

Children make good progress in their learning and development. They demonstrate good levels of independence and self-help skills. Children are keen to interact, curious and motivated to learn. They are developing the skills they need for their future learning, including when the time comes for starting school.

Setting details

Unique reference number	EY421834
Local authority	Bradford
Inspection number	874418
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27 July 2011
Telephone number	

The childminder was registered in 2011 and lives in the Oakworth area of Keighley, West Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

