

Childminder Report

Inspection date

11 April 2016

Previous inspection date

17 March 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 and her assistant demonstrate a strong, ongoing drive for improvement. They have worked very hard to successfully meet all the actions and recommendations from the last inspection and improve the quality of their setting to a good standard.
- Children are motivated and have a positive approach to their learning. They confidently initiate their own play and make independent choices from the accessible play resources that the childminder and her assistant present.
- The childminder and her assistant are very warm and welcoming. They provide a safe and nurturing environment that fosters children's emotional well-being. Children settle very well and form positive and loving relationships with them both.
- The childminder and her assistant provide resources, activities and experiences that help children learn to acknowledge, value and respect differences in people and communities.
- Partnership with parents are strong. The childminder and her assistant encourage parents to share information about their child's achievements from the very beginning. This helps to inform their understanding of what children can do. The childminder, her assistant and parents work together to develop children's next steps in learning.

It is not yet outstanding because:

- Sometimes, children are not given sufficient time to respond to questions to fully promote their thinking skills.
- The childminder's plan for professional development for herself and her assistant does not focus sharply on raising the quality of teaching to the highest levels.

What the setting needs to do to improve further

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

- enhance questioning skills to better promote children's thinking skills
- focus more precisely on identifying professional development opportunities that help raise the quality of teaching to an outstanding level.

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 and her assistant throughout the inspection.
- The inspector discussed the childminder's self-evaluation and took account of the views of the parents.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Children play in a safe environment. The arrangements for safeguarding are effective. The childminder and her assistant have recently attended safeguarding training and remain up to date with changes in legislation. They have a good knowledge and understanding of how to protect children and understand the procedures to follow if they have concerns about a child's welfare. The childminder monitors the quality of her setting. She works closely with the local authority adviser and seeks the views of parents to identify how she can further improve. The childminder effectively supports her assistant to understand his role. Partnerships with other professionals and settings are well established. This helps to ensure there is a consistent approach, by all involved, to support each child's individual care and learning needs. Parents praise the service provided and are pleased with the progress their children are making. The childminder monitors children's learning and ensures any gaps in their development are addressed.

Quality of teaching, learning and assessment is good

The childminder and her assistant are qualified. They use a variety of teaching strategies to enthuse and motivate children in their learning. The childminder and her assistant carry out accurate assessments and provide regular summaries of children's development. These help them gather information about individual children's achievements. Activities and experiences are effectively planned to help children gain new skills and knowledge. The childminder and her assistant effectively support children in developing good mathematical skills. For example, as they play, children discuss shapes and the concept of more and less. Young children develop their fine manipulative and creative abilities as they enjoy exploring the dough. The childminder and her assistant are effective in supporting children's developing communication skills. They model language, respond to very young children's attempts to make conversations and repeat words back to them.

Personal development, behaviour and welfare are good

The childminder and her assistant support children's personal, social and emotional development well. Children benefit from the positive interaction they have with both of them. Children display high levels of self-esteem, and are confident to play and explore. The childminder and her assistant manage children's behaviour very well. They sensitively encourage children to share, take turns and cooperate with each other. The childminder and her assistant promote healthy lifestyles. They provide children with a good range of healthy food and drinks. Children's physical skills and well-being are effectively supported and they enjoy plenty of opportunities to be active outdoors.

Outcomes for children are good

Children make good progress in their learning from their starting points. They work comfortably within the range of development typical for their age. Children demonstrate a love of books and listen attentively. Younger children demonstrate their enthusiasm and knowledge of songs and rhymes. They communicate the songs they like and act out the ones that they know. Children enjoy learning and are acquiring the skills, attitudes and dispositions they need for the move on to pre-school and school.

Setting details

Unique reference number	EY467129
Local authority	Bradford
Inspection number	1043788
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	17 March 2014
Telephone number	

The childminder was registered in 2013 and lives in the Bradford, West Yorkshire. She works from Monday to Friday, 7am to 6pm all year round, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate qualification at level 3.

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