

# Childminder Report

## Inspection date

20 June 2016

Previous inspection date

6 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are self-assured and happy. They develop strong affectionate bonds with the childminder and her assistant, who are kind and responsive to their needs. The childminder's good practice helps to provide children with the emotional security required to explore and learn successfully.
- The childminder supports children's concentration and engagement well. They are encouraged to follow their own interests and make selections from a variety of high-quality resources.
- Planning, observation and assessment of children's learning are accurate and clearly identifies the next steps in their development. These make a positive contribution to children's overall progress.
- The childminder supports children and families to develop their understanding of the benefits of a healthy lifestyle. She talks with children about the healthy food choices that they make. She supports parents and shares her healthy ideas and recipes with them.
- The childminder and her assistant regularly reflect on their practice to help them to identify their strengths and areas for development. They both undertake continual professional development. The assistant is well supervised so there is consistency in the care and learning opportunities provided for children.

### It is not yet outstanding because:

- The childminder is not fully successful in gathering ongoing information from parents to help her complement and consolidate children's learning at home.
- On occasions, children are not given enough time to think about and respond to questions and share their experiences.

## What the setting needs to do to improve further

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

- build on the existing good partnerships with parents and obtain more information about children's experiences and learning at home
- enhance questioning skills so children can share their own knowledge, think through ideas and respond to questions.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and her assistant.
- The inspector toured the areas of the home used for childminding.
- The inspector looked at a range of documentation, including evidence of the childminder's qualifications and suitability checks for the childminder and people in the household over 16 years old. She also looked at a selection of policies and procedures, including the safeguarding policy and children's learning records.
- The inspector talked to the childminder, her assistant and the children throughout the inspection.

### Inspector

Jane O'Callaghan

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a very good understanding of how to protect children in their care. They also know who to contact should they have any concerns. The childminder ensures that her home is safe through good risk assessments and daily checks prior to the children arriving. The childminder completes detailed monitoring of children's progress and regular assessments and identifies any gaps in their learning. The childminder has built up good partnerships with other settings to support and help to prepare children for their move on to nursery and school.

### Quality of teaching, learning and assessment is good

The childminder provides a child-centred environment where children are confident and can easily access the wide range of clearly labelled resources. She places high emphasis on teaching children to develop their language and communication skills. Children sit with the childminder and enjoy delving into the singing bag. They choose some props and then confidently sing the song that links to these. Children get excited as they put on their own coats and wellington boots to go outside. They eagerly play with the bats and balls. Younger children are keen to help children and push them in the toy car. Children have lots of enjoyment, laughing as they help to mix the cornflour and water. They then roll the small cars in it. Older children tell the childminder how the cornflour is soft and runny and watch as it goes through their fingers. This helps children to think about what they are doing and describe their feelings. The childminder keeps parents informed about children's progress through daily feedback and regular written reports and assessments.

### Personal development, behaviour and welfare are good

Children are very happy, independent and sociable. The childminder and her assistant actively promote a 'can do' attitude and successfully motivate children to discover and explore for themselves. Children willingly try new experiences and are very proud of their efforts and achievements. They play and learn in a very stimulating environment. The childminder teaches children about the importance of following effective hygiene procedures and about personal safety. Children learn to attend to their personal care needs. They are emotionally prepared and are developing essential physical skills in readiness for their move on to school or nursery. Children quickly develop very good social skills and they are provided with plenty of opportunities to mix with other children and adults.

### Outcomes for children are good

The childminder has high expectations for all children and they are supported to make good progress from their initial starting points. She provides a wide range of opportunities through a very good selection of activities and resources. The childminder supports children to be confident and curious learners and prepares them with the skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	EY423330
<b>Local authority</b>	Bradford
<b>Inspection number</b>	852403
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 September 2011
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Bradford, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5. The childminder works with a registered assistant, who holds an appropriate childcare qualification at level 3.

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