

# Childminder Report

**Inspection date**

27 July 2016

Previous inspection date

21 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 is committed to improving and self-evaluation. She has made many changes to her practice since the last inspection and met the required action and recommendation. This has a very positive impact on outcomes for children and they all progress well.
- Teaching is good. The childminder is well qualified and focused on helping children achieve and develop. She demonstrates a good understanding of how children learn and plans activities and experiences which support this, inside and outdoors.
- Children form emotional bonds with the childminder and confidently go to her for help, support or comfort when they need it. This ensures that children feel secure and ready to learn.
- Children behave very well. The childminder helps them to understand how to behave in different situations. They attend local groups where they develop social skills and an understanding of their community.
- The childminder is committed to working in partnership with schools, settings, professionals and parents to meet children's needs and help them fulfil their potential.

### It is not yet outstanding because:

- The childminder, occasionally, provides children with the answers to problems which they are capable of thinking about and solving themselves.
- Children can, sometimes, be distracted from their learning when the television is left on as they play.

## What the setting needs to do to improve further

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

- enhance opportunities for children to think about and offer solutions to problems that arise as they play
- improve the organisation of the environment that helps children remain fully focused and engaged in learning.

### Inspection activities

- The inspector viewed the areas of the setting used for childminding.
- The inspector undertook a joint observation with the childminder.
- The inspector observed children playing, inside and outdoors, and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation, including policies and procedures, children's records, risk assessments, accident and medication records, qualifications and suitability checks.
- The inspector took into account the views of parents.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is highly vigilant as children play and helps them understand how to keep themselves safe. The childminder has a good knowledge of safeguarding practice and implements a range of health and safety policies to promote this. She knows the signs of abuse and what to do if she has concerns about a child's welfare or development. Children's progress is closely tracked and used to highlight any gaps in their learning. The childminder undertakes regular written reviews of children's attainment which are shared with parents. They feel well informed about their children's progress. The childminder seeks parents' views to help her plan for improvements which reflect their family needs.

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

The childminder knows children very well and helps them achieve their next steps in learning. Her accurate assessments are used to focus activities on extending children's skills and knowledge. For example, the childminder uses a fun role play activity to support children's understanding of hygiene and toileting. Children take responsibility for checking the bath water temperature and mixing suds as they bathe their dolls. The childminder also skilfully weaves in opportunities for promoting mathematical development through her choices of resources. For example, dolls are different sizes, water pouring vessels are varied shapes and have different capacities. Overall, this enables the childminder to help children compare, contrast, use mathematical language and test out different ideas as they play. The childminder uses praise effectively to motivate children and celebrate their achievements. When they count to 10 for the first time the childminder is delighted and keen to share the news with their parents. Children are well supported to develop communication and language skills.

### Personal development, behaviour and welfare are good

Children are well supported when they start in the setting and settle quickly. The childminder gathers information from parents to provide continuity of care. Furthermore, parents are involved in initial assessments which help the childminder gain an accurate picture of children's developmental needs. Generally, the learning environment reflects this and children's interests. Home learning is well supported. The childminder helps children to do things for themselves. They cut fruit at snack time and help themselves to water when they need it. The childminder helps them to understand the importance of making healthy choices.

### Outcomes for children are good

Children make good progress in all areas of learning. They are interested and engaged learners who are taught to share, take turns and understand the needs of others. Children lead their own learning, access resources and toys as they need them and begin to rely less on adults. They understand and follow rules and routines and help with tasks in the setting. This helps them to be ready for school.

## Setting details

<b>Unique reference number</b>	EY415099
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1043581
<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>	3 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 October 2013
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Wilsden near Bradford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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