

Childminder Report

Inspection date

5 October 2016

Previous inspection date

17 January 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 has successfully addressed the actions and recommendations raised at her previous inspection. She demonstrates the capacity to improve and further develop her practice. This helps to ensure good outcomes for children.
- Children's communication and language development are supported and extended very well. The childminder and her assistant interact sensitively with babies. They regularly engage children in meaningful conversations and extend their vocabulary. Children listen attentively and gain confidence in their speaking skills.
- Children are enthusiastic and confident. They have developed close and caring relationships in the setting. The childminder and her assistant are nurturing and respectful. They respond quickly to meet children's changing needs and interests.
- The childminder and her assistant manage children's behaviour positively. They encourage children to be kind to each other and effectively support them in following instructions. This helps to promote children's emotional well-being and sense of security.
- Partnerships with parents are strong. Parents are very satisfied with the quality of the provision. The childminder keeps them informed about the good progress their children make and the activities they engage in. Parents feel their children are happy, safe and settled in the care of the childminder and her assistant.

It is not yet outstanding because:

- Children are not fully effectively supported to develop their understanding of and respect for the differences between themselves and other people.
- Professional development is not yet precisely focused on raising the quality of teaching to an even higher level.

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 develop their understanding of and respect for the differences between themselves and other people
- focus professional development more precisely that improves teaching to the highest 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 a joint observation of teaching and evaluated this 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. She talked to children throughout the inspection.
- The inspector discussed the childminder's self-evaluation. She took account of the views of parents spoken with during the inspection and from written statements they provided.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant are aware of the signs and symptoms of abuse. They understand the procedure to follow should they have any concerns about the welfare of a child in their care. The childminder has put in place effective systems to keep children safe. This includes good supervision of children, robust risk assessments and the use of appropriate safety equipment for transporting children in her car. The childminder routinely monitors children's progress to help ensure any gaps in their development are identified and addressed. She has developed effective partnership with schools and shares information about children's development. This helps to promote continuity in their learning. Overall, the childminder evaluates her practice and the service she provides. The views of parents are collected to help support this process. The childminder supervises her assistant. This helps her to understand her role and has a positive impact on practice.

Quality of teaching, learning and assessment is good

The childminder and her assistant are well qualified. They use this knowledge to effectively plan for children's individual learning. The childminder and her assistant promote children's understanding of simple mathematical concepts. For example, as young children play they learn to count in sequence. Babies respond well and show delight as they shake musical instruments in time with familiar nursery songs and rhymes. Babies snuggle closely and listen attentively to the many stories the childminder and her assistant read. Children demonstrate motivation as they explore books and name the animals and objects they see. This helps to support their developing literacy skills.

Personal development, behaviour and welfare are good

The childminder and her assistant make good use of settling-in visits to get to know children and their parents. They find out about care routines and abilities when children first start. The childminder and her assistant consistently acknowledge children's achievements with praise and encouragement. This helps to raise their self-esteem. The childminder and her assistant provide fresh fruit and nutritious meals to help promote children's good health. Children enjoy fresh air in the garden and on outings to the local parks and woodland. Babies are effectively supported to develop their crawling and walking skills. This helps to support their physical well-being. Very young children display their growing independence. They indicate their physical needs and fetch their own nappies to show that they are ready for changing.

Outcomes for children are good

Children make good progress in all areas of learning. They are working comfortably within the range expected for their age. Children demonstrate a positive attitude to learning. They show a willingness to try new activities and develop their skills. Young children are motivated and show persistence in completing jigsaw puzzles. Babies actively explore their environment with confidence. Children develop their imagination and knowledge of the natural world and they skilfully use creative materials. Children are well prepared for their next stage in learning, including starting school.

Setting details

Unique reference number	EY257079
Local authority	Bradford
Inspection number	1043720
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	17 January 2014
Telephone number	

The childminder was registered in 2003 and lives in Steeton, Keighley, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4 and works with an assistant.

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