

# Childminder Report

**Inspection date**

9 November 2017

Previous inspection date

22 May 2013

<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

- The childminder has successful strategies for engaging parents in their children's learning. They are fully involved in monitoring their children's progress and receive a wealth of information to help them continue learning at home.
- The childminder provides very good support for children who have special educational needs and/or disabilities. She seeks professional help promptly and swiftly puts early intervention measures in place. These children make rapid progress from their starting points and very quickly catch up.
- Through discussion and imaginative play, the childminder helps children to understand that families might do some things differently but many things they do are the same. For example, some children fly on a plane to holiday destinations. Other children travel by bus for a caravan holiday, but they all went to the beach and ate ice cream.
- The childminder provides children with clear guidance about what is and is not acceptable behaviour. She works closely with parents and other settings to promote consistency and help children manage their own behaviour well.

### It is not yet outstanding because:

- Monitoring of staff's practice and their professional development is not always highly focused to help them raise their generally good teaching skills to a higher level.
- Occasionally, group activities are not planned as well as possible to provide children with the best learning opportunities. As a result, sometimes the youngest children are not highly motivated and well engaged.

## What the setting needs to do to improve further

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

- strengthen the programme of professional development to identify all areas for improvement in staff's practice and help them to build on their good knowledge and practice to raise their teaching to a higher level
- plan more precisely activities that involve children of different age groups and help younger children to be more motivated and engaged.

### 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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children, the co-childminder and assistants during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements robust recruitment and vetting procedures to check the suitability of assistants. The childminder and staff have a thorough understanding of the signs that indicate a child might be at risk from harm and of wider child protection issues. The childminder conducts independent research and keeps staff up to date. She is studying for a further qualification which has helped to raise her teaching overall to a high standard. The childminder works with her co-childminder to review her practice. She seeks the views of parents and uses their feedback to make changes. For example, she now provides them with more photographs of their children at play. Parents are very positive about the service she provides. They comment that 'the setting is home from home for their children and the staff are lovely'.

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

The childminder has a good understanding of how children learn. She uses pictures and resources well to support children who struggle to communicate through spoken language. The childminder promotes imaginative play based on children's own first-hand experiences very well. She supports children well to make connections between their learning experiences in the setting and at home. The childminder introduces mathematics throughout children's play. Through songs and rhymes, she introduces early counting and children begin to understand shape and size. The childminder supports children in construction activities where they learn to think critically and problem solve. She promotes their understanding of time and provides resources that help them to measure time in simple ways, such as using clocks and sand timers.

### Personal development, behaviour and welfare are good

Children play outside every day. They build on their physical skills well and learn to keep safe. They are confident and self-assured in this bright, well-equipped environment. The childminder displays their work and photographs. They are keen to talk about their friends and family. The childminder treats new children who are unsettled sympathetically and reassures them that their parents will be coming to collect them soon. The childminder offers a varied and healthy menu. She helps children to understand why exercise is important. Children are encouraged to use good manners. The childminder teaches them to be kind. They begin to understand feelings and the effect their actions might have on others.

### Outcomes for children are good

Children are generally well engaged, motivated and keen to learn more. All children develop good social skills and build secure friendships. They enjoy trips into their community that enhance their learning, such as exploring in the local park. They lead their own play well. They become independent in personal care routines. All children attain a wide range of skills that helps to prepare them for their future learning in school.

## Setting details

<b>Unique reference number</b>	EY453205
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1066303
<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>	0 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 May 2013
<b>Telephone number</b>	

The childminder registered in 2012. She lives in the Thornton area of Bradford. The childminder works with a co-childminder and assistants. She operates for 46 weeks of the year from 7.30am until 5.30pm, Monday to Friday, except bank holidays and family holidays.

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