

Childminder Report

Inspection date

31 January 2018

Previous inspection date

6 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 confidently uses her knowledge of what children enjoy to provide a varied range of experiences that helps them to learn. The environment is organised well with their needs in mind, overall.
- Children thrive in the childminder's care. They are happy, settled and enjoy her playful manner. The childminder supports children's emotional development well, for instance, she responds warmly to their request for cuddles and tickles.
- Partnerships with parents and other settings are well established. Good systems are in place to share information about children's progress, learning and development in the setting, and at home. This supports continuity for children's care and learning.
- The childminder continually reflects on and reviews her practice, for example, by seeking the views of parents to help her identify ways she can improve the service she provides.

It is not yet outstanding because:

- The childminder has not yet established a highly focused programme of professional development to drive forward future improvements to raise the quality of the provision.
- The childminder does not consistently provide a range of natural resources to encourage the youngest children to explore and investigate.

What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development that ensures the high-quality practice is sustained and consistently improved upon
- provide a range of resources to motivate the youngest children to explore and investigate using their senses.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's progress. She spoke to the childminder and the children throughout the inspection.
- The inspector completed a joint observation of an activity with the childminder and held a discussion about children's learning.
- The inspector looked at various records and documentation, including evidence of the suitability of all adults living in the household.
- The inspector took account of parents' views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of the procedures to follow should she have a concern about the welfare of a child in her care. She carefully checks the identity of any visitors and ensures her home is secure. The childminder is well qualified. The childminder forms effective partnerships with parents. She has developed some ways to share information with them. The childminder has very effective systems to monitor the progress made by children. She knows each child exceptionally well and can identify and address any areas of learning where more support is required.

Quality of teaching, learning and assessment is good

The childminder supports children's language and communication development well and models new words clearly for them. For example, she reads familiar books out loud and children point to animals and babble excitedly along with her. She helps children to become confident in their physical skills and muscle control. For example, children enjoy manoeuvring a toy shopping trolley around the room and the childminder encourages babies to walk around her home independently and develop their strength. The childminder follows children's lead effectively and she offers them a range of toys and equipment which matches their interests, generally. The childminder has gained an appropriate understanding of the required progress check for children aged between two and three years.

Personal development, behaviour and welfare are good

The childminder encourages children's understanding of healthy eating. She provides them with a healthy well balanced lunch and snacks. Children develop an understanding of the wider world and they visit local parks and activity centres. Children develop good social skills and they attend various groups within the locality. Children have good opportunities to challenge their physical skills. For example, they climb and balance on play equipment at local parks. They develop good hand-to-eye coordination and giggle as they fit together two halves of an egg.

Outcomes for children are good

Children are working within the stages of development typical for their age and gain a wide range of skills in preparation for the next stage in their learning. They become actively engaged in their chosen activities, showing sustained concentration as they play for long periods. Children independently return to their favourite activities, helping them build on their skills and extend their learning. They demonstrate good imagination, for example, as they make pretend cups of tea and bake cakes. Children develop their early literacy skills well by sitting and reading stories with interest.

Setting details

Unique reference number	EY403061
Local authority	Bradford
Inspection number	1087341
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	6 February 2014
Telephone number	

The childminder registered in 2009 and lives in Keighley, 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 3.

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