

# Childminder Report

**Inspection date**

9 March 2018

Previous inspection date

13 August 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 reflects on the quality of the setting with her co-childminder. She has addressed the recommendations for improvement raised at her last inspection. For example, she now gathers information from parents when children first start at the setting. This helps her to make an accurate assessment of children's knowledge and skills.
- The childminder closely monitors the progress that children make. She observes them in play and plans activities to support what they need to learn next. For example, she motivates babies to walk independently using resources that they are interested in. This supports children to make good progress.
- Relationships are strong between the childminder, the co-childminder and the assistant. These provide a good role model for children. They are settled and happy in the setting.
- The childminder has created a welcoming and stimulating environment outdoors. Children enjoy using their imaginations as they play in the summerhouse, climb up the steps to go on the slide and practise using hoops and balls, helping to promote their physical well-being successfully.

### It is not yet outstanding because:

- The childminder does not consistently give children enough time to respond to questions and think through their ideas and answers.
- The childminder does not fully support parents with ideas to complement or extend children's learning further at home.

## What the setting needs to do to improve further

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

- give children more time to respond to questions and think through ideas themselves
- strengthen partnerships with parents to help support them with more ideas to complement and extend their children's learning in the home.

### 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 an evaluation of an activity with the childminder and had discussions at appropriate times during the inspection.
- The inspector looked at a range of documents, such as children's observations and assessments and a sample of policies and procedures. The inspector discussed self-evaluation with the childminder.
- The inspector spoke to children during the inspection and took account of their views.
- The inspector took account of parents' views received via email.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder enjoys completing training courses online. This helps to update and improve her knowledge and practice. For example, she learns about the importance of health, exercise and nutrition for children. She regularly gathers parents' views, such as through questionnaires, to help evaluate the quality of the setting. Safeguarding is effective. The childminder understands what action to take if she has concerns about a child's welfare. She can recognise signs and symptoms of abuse. She identifies and removes any possible risks to children. For example, her assistant checks the outdoor area thoroughly before children go outside. The childminder shares key information with the co-childminder and the assistant to help promote consistency in their care and practice.

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

The childminder keeps parents informed about their children's development, including through their portfolios and daily discussions. Parents are complimentary about the setting. For example, one comments, 'There are different planned activities to challenge the children's minds'. Babies enjoy exploring a range of items in a sensory box, such as shiny materials and different colours of plastic. The childminder challenges children to match numbers and shapes, using pictures inside pots with matching lids. This helps to promote children's mathematical skills well. The childminder models the sounds that different letters make and suggests different words that could start with that sound. This helps children to develop key skills for school, such as reading and writing.

### Personal development, behaviour and welfare are good

Children behave well. The childminder praises children for their achievements, for example, babies copy the childminder clapping as she says, 'Well done' and they start to smile. Children are encouraged to become independent, such as learning how to feed themselves at mealtimes and wash their hands. Older children enjoy being with younger children, for example, they sing songs to them as they wait for lunch to be served. This helps to foster children's personal, social and emotional development effectively.

### Outcomes for children are good

Children are working in line with expectations for their age. They develop friendships and grow in confidence during their time in the setting. They show good concentration during activities, for example, they persevere to knock wooden pegs into a board. They enjoy listening to stories and move their bodies to the rhythm of the song. They are imaginative and keen to try new activities.

## Setting details

<b>Unique reference number</b>	510375
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1064225
<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 - 15
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 August 2013
<b>Telephone number</b>	

The childminder registered in 1998 and lives in Bradford, West Yorkshire. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside a registered childminder and an assistant. She holds a childcare qualification at level 4.

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Piccadilly Gate  
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Manchester  
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