

# Childminder Report

**Inspection date**

19 March 2018

Previous inspection date

20 November 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		Not applicable	

## Summary of key findings for parents

**This provision is good**

- The childminder evaluates her practice well. She frequently seeks the views of parents and children, and incorporates these into her plans to help improve the quality of her provision.
- The childminder works closely with parents to enhance children's care and learning. They share information regularly about what children have been doing at home, in the childminding setting and at school.
- The childminder respects children's ideas, opinions and views. Children confidently make choices and are eager to follow their own interests and join in with a range of experiences that motivates them.
- Children's behaviour is very good. They share, take turns, learn to negotiate and are very respectful of others.
- Children build a secure attachment with the childminder. They are happy and settled. The childminder gives them close support and attention. She responds well to their needs and helps children to feel safe and secure.

**It is not yet outstanding because:**

- The childminder does not target professional development opportunities precisely enough, to help raise the quality of her practice 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:

- strengthen professional development plans to help extend knowledge, skills and teaching practices even further.

### Inspection activities

- The inspector observed the activities and the childminder's interactions with children.
- The inspector looked at relevant documentation and evidence of the suitability of adults in the household.
- The inspector reviewed an activity with the childminder.
- The inspector took into consideration the views of parents.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

### Inspector

Helene Terry

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of the signs and symptoms of abuse. She understands the procedures to follow and knows who to contact with any concerns. The childminder carries out thorough risk assessments to keep children safe, both in and outside the home. She has a wide range of policies and procedures that she shares with parents, so that all parties are aware of their responsibilities. The childminder works very well with the school that children attend. She obtains information about what children are learning and she complement this learning very effectively.

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

Children are confident to follow their own ideas and be independent in their play. They help themselves to the creative activities and design their own pictures using collage materials, glue, tape and glitter. Children use one-handed tools well, such as scissors, brushes and pens. The childminder supports children effectively to practise their writing skills, such as writing a message to the recipient of their artwork. Children use their imagination very well, as they play with the small-world figures. The childminder understands how to extend activities. For example, she makes suggestions about making enclosures for the toy animals using the bricks. However, children decide that they are going to make wardrobes for the tigers. The childminder spoke with the children about what they are doing and asks questions to encourage children to develop their ideas further. Children have good opportunities to go out into the community. For instance, they regularly visit the library to support their learning in school and develop an interest in books.

### Personal development, behaviour and welfare are good

Children learn the importance of leading a healthy lifestyle. They choose fruit on arriving from school and have a healthy cooked meal at mealtime. During school holidays, they make their own pizza and wraps, choosing their favourite fillings. They have lively discussions about the food that is good for them, as they play. Children develop independence skills very well. They help tidy up and set the table for meals. They negotiate where to sit and what coloured cups they are going to have. This helps them value and respect other's views. In addition, children learn about each other's differences and similarities through activities. For example, they look at differences in their height, hair and eye colour. Children also learn how to keep themselves safe. The childminder teach children about road safety on outings and they take part in regular fire drills. Children help to risk assess activities and they build confidence in their own abilities as they climb and balance on the outdoor play equipment.

## Setting details

<b>Unique reference number</b>	EY463312
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1066932
<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>	5 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 November 2013
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Shipley, West Yorkshire. She operates before and after school during term time, and during school holidays. The childminder has an early years qualification at level 3.

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