

# Childminder Report

<b>Inspection date</b>	21 March 2018
Previous inspection date	14 October 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 and monitors her provision effectively, in order to improve her practice. She successfully involves parents and children in this process. Children's views significantly influence activities provided so that they are fully engaged and motivated.
- Children's well-being is very high on the childminder's agenda. She actively seeks training to enable her to meet the varying needs of the children in her care.
- Children enjoy their time at the childminder's home. They are eager to participate in activities. They make independent choices from a good range of resources and play materials. They build on their physical and social skills.
- Children behave very well. They are involved in devising the rules of the setting which have a positive approach. They adopt a can-do attitude which is promoted very well. As a result, children build their confidence and self-esteem effectively.

### It is not yet outstanding because:

- The childminder does not gather a full range of information from school to enable her to provide further complementary activities for children.
- The childminder, on occasions, does not ensure that activities are organised to help children concentrate and be creative because they are sometimes interrupted by routines, such as mealtimes.

## What the setting needs to do to improve further

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

- exchange a greater range of information with schools so that children benefit from further complementary activities and experiences
- review the organisation of the activities to ensure that children's concentration and creativity are not interrupted by routines.

### Inspection activities

- The inspector observed the activities and the childminder's interactions with children. The inspector had discussions with the childminder and the children.
- The inspector looked at relevant documentation and evidence of the suitability of adults in the home.
- The inspector reviewed an activity with the childminder.
- The inspector took the views of parents into account.

### Inspector

Helene Terry

## Inspection findings

### **Effectiveness of the leadership and management is good**

Arrangements for safeguarding are effective. The childminder has a good understanding of her role and responsibility to safeguard children, including what to do if she has concerns about a child's welfare. The areas in which children play are secure and regular risk assessments are conducted to minimise the risk of harm. Partnerships with parents are good. The childminder exchanges information with parents daily to enable them to be fully aware of children's activities and provide continuity in children's care.

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

The childminder sets up the play areas well for the children to create a friendly environment. She provides a wide range of activities and play resources from which the children freely select. It is all at child level and in clearly labelled boxes to promote choice. Children are happy and enjoy the activities on offer. For example, they greatly enjoy preparing their own pizza for tea and choosing their favourite toppings. They devise puppet shows and use their imaginations as they play with the small-world resources. The childminder communicates well with the children and provides good opportunities to increase the children's listening and speaking skills. For example, she encourages children to respond to a range of questions about their interests and includes them well in conversations.

### **Personal development, behaviour and welfare are good**

Children learn to be independent and take responsibility for their own belongings. For example, when they arrive, they hang up their own coats and bags. Children are given good opportunities to enjoy healthy lifestyles. They participate actively in outdoor, physical games, such as playing on wheeled toys or bouncing on the trampoline. Through these activities, children learn how to take manageable risks, boosting their confidence in their own abilities. Those children needing a rest after a busy day at school are given the time and space they need to relax. Good hygiene routines are incorporated into the sessions. For example, children wash their hands before preparing or having meals. Children learn to value and respect people's differences and similarities through activities, discussions and looking at different celebrations around the world.

## Setting details

<b>Unique reference number</b>	EY378955
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1065221
<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>	4 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 October 2013
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Bingley, West Yorkshire. She operates during term time, before and after school only. She has an early years qualification at level 3.

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