

Childminder report

Inspection date	14 August 2018
Previous inspection date	16 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder and her co-childminder reflect effectively on their practice. They take account of the views of parents and children when planning to make changes and improvements to their setting.
- Children are cared for in a stimulating and well-resourced environment. They take part in a broad and balanced range of activities that motivates and engages them. Consequently, children make good progress in their development.
- Children's emotional well-being is fostered well. The childminder establishes warm, caring relationships with children in her care. They readily go to her for support as they play and learn. Children are happy and settled.
- Children develop their personal and self-care skills effectively. They put on their own shoes before going to play outdoors and access their own drinks to keep themselves hydrated.

It is not yet outstanding because:

- The childminder does not consistently focus her professional development sharply enough to raise the quality of teaching to the highest level.
- The childminder does not obtain as much information as possible from parents about their children's prior learning. This does not fully support her early identification of children's precise learning needs from the very start.

What the setting needs to do to improve further

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

- establish a more targeted programme of professional development to continually develop knowledge and skills and raise the quality of teaching to an even higher level
- obtain more information from parents when children first start about their children's prior learning, in order to plan more precisely for children's progress from the earliest stage.

Inspection activities

- The inspector observed the childminder and the activities. The inspector had discussions with the childminder and 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 into consideration the written views of parents.

Inspector

Helene Terry

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of how to protect children in her care. She is fully aware of her responsibilities to record and report any concerns about children's well-being. She regularly reviews her policies and procedures that underpin the setting. The childminder conducts thorough and regular risk assessments to help to keep children safe. She regularly monitors children's progress. The childminder uses the progress check for children between the ages of two and three years to help her identify any gaps in their learning at an early stage. She works closely with other settings that children attend to ensure there is continuity in children's learning.

Quality of teaching, learning and assessment is good

The childminder interacts effectively with children to develop their skills. For example, she uses simple sentences to support their speech and language development. Children learn the words and happily sing along to their favourite nursery rhymes. The childminder plans for children to use a range of tools to help to develop their small muscles and coordination. For example, children show control with pens to distinguish between the different marks that they make. The childminder supports children to count and recognise colours successfully. The childminder encourages children to use their senses as they create collage pictures. Children have fun as they are tickled with the feathers and explore the bounciness of the pom-poms.

Personal development, behaviour and welfare are good

Children learn how to share and take turns as they play. The childminder uses explanations and gentle reminders to support them. Children respond well to the praise and encouragement that they receive for their achievements. This boosts their self-esteem and confidence. Children have good opportunities to play outdoors with the good range of resources and they benefit from the exercise in the fresh air. Children begin to learn how to keep themselves healthy and safe. They enjoy healthy balanced meals and snacks and learn about food that is good for them. Children build their confidence in their own abilities as they test their skills on the slide.

Outcomes for children are good

Children are inquisitive and explore their environment confidently. They use their imaginations well as they pretend to bake outdoors in the mud kitchen. They are beginning to recognise the names of shapes, such as 'circle' and 'hexagon' as they make textured pictures. Children develop an understanding of shape and space when they use bricks to create simple structures, such as towers. Children learn many skills and are well prepared for the next stages in their learning and school.

Setting details

Unique reference number	EY426603
Local authority	Bradford
Inspection number	10067573
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 January 2014

The childminder registered in 2011. She lives in Bradford, West Yorkshire. She works with her co-childminder. She operates all year round, Monday to Friday, except for bank holidays and family holidays.

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