

# Childminder report

<b>Inspection date</b>	3 December 2018
Previous inspection date	24 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- The qualified and experienced childminder leads by example and is dedicated to supporting children and their families. She works effectively with her enthusiastic assistant, which helps them to maintain good levels of care.
- The childminder supports children's emotional well-being effectively. Children develop strong bonds with the childminder and her assistant. They are kind, caring and attentive to children's needs and this helps children to settle quickly and easily.
- The childminder has developed good relationships with parents. She knows the families well and maintains a daily exchange of information regarding children's care and development. This helps to ensure a consistent and complementary approach to their well-being and their learning.
- The childminder has a good understanding of the quality of her provision. She uses self-evaluation to plan improvements and considers how changes may help children. She seeks the views of external agencies and the parents, who comment positively about the service provided.
- Children are confident in the childminder's home. They are eager to explore the well-resourced environment and make many independent choices in their play.
- The childminder does not yet target professional development opportunities precisely enough to help raise the quality of teaching to an even higher level.
- The childminder sometimes misses opportunities to challenge the most able children during some activities to extend their learning even further.

## What the setting needs to do to improve further

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

- strengthen the plans for professional development to help extend the quality of teaching even further
- make better use of some activities to ensure most-able children are offered greater challenge to support them to make even more progress in their learning and development.

### 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 a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Lindsay Dobson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of her responsibilities and she works hard to keep children safe. The childminder knows children well and she is confident in her ability to recognise and record any concerns. She knows the necessary procedures to follow should she have a concern about a child in her care. The childminder works closely with her assistant, providing her with good support. She ensures her assistant also recognises possible areas of concern and has a clear understanding of who to contact if a concern arises. Overall, the childminder recognises the impact training has on practice, and she sources relevant courses for herself. For example, she has strengthened her knowledge and confidence in how to deal with different first-aid situations that may arise, such as a child suffering from anaphylactic shock.

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

Children have lots of fun and show their understanding of the world around them during imaginary play. For example, they use small chairs to make a train and talk about where they are going. The childminder follows children's interests well; she talks to them about the tickets they need for their journey and has previously taken them on a train ride. The childminder assesses children's progress and identifies any gaps in their learning. She plans a range of activities that children enjoy. Children are eager to go out into the garden. Dressed in wet weather suits and rain boots, they use tools to transport pebbles, and pretend to bake and cook in the outside kitchen. Children are excited as they collect rain water in a watering can. The childminder introduces mathematical language into children's play as they count and learn about shape and size.

### Personal development, behaviour and welfare are good

The childminder maintains a safe, welcoming and stimulating environment. She has good expectations of children and supports them effectively to try new things. This helps children develop their confidence and independence as they play. For example, young children choose from the resources available in baskets on low-level shelving and initiate their own play by banging toys together to make noise. They smile at the childminder, sharing their excitement, and she responds to them with lots of praise and encouragement. The childminder provides nutritious meals and snacks, which support and meet individual dietary requirements and allergies. She encourages children to be healthy by supporting them to eat well and have lots of fresh air and physical play. Children learn about diversity and the wider world, for example, the childminder is currently helping children to learn to speak Spanish.

### Outcomes for children are good

Children make good progress and are well prepared for their next stage of learning and the eventual move on to school. They engage well in their chosen play. Children's literacy skills are good. The childminder and her assistant regularly share books with children and they eagerly talk about what they can see happening in the pictures. Children play cooperatively, learn to use good manners, share and take turns.

## Setting details

<b>Unique reference number</b>	EY360335
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10080327
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	24 January 2018

The childminder registered in 2007 and lives in Ilkley, West Yorkshire. She operates all year round from Monday to Friday, 7am to 6.30pm, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3 and she works with an assistant. The childminder supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

