

Childminder report

Inspection date	12 December 2018
Previous inspection date	7 May 2013

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

This provision is good

- Knowledge of the safeguarding procedures is secure. The childminder fully understands what to do if she has a concern about a child's welfare. This enables children to be kept safe.
- The quality of teaching is good. The childminder knows the children well and plans effectively to meet their ever-changing needs.
- The childminder has forged good working relationships with parents. She liaises with them on a daily basis and tells them about their children's activities and achievements. As a result, parents are positive and comment favourably on the provision.
- Children benefit from the childminder's calm approach to her work. She is kind to them and respectful of them as individuals. Children appear relaxed in her home and settle well to her routines.
- The childminder provides a wide range of age-appropriate resources that children can access easily. This means that children can explore their surroundings freely and become more independent.
- The childminder works effectively with professionals from outside agencies. As a result, children are given the support they need at the earliest opportunity.
- The childminder does not always make the most of her already strong partnerships with parents, particularly in providing ways for them to contribute to their children's learning and achievements.
- At times, the childminder does not always provide opportunities for children to access the outdoors in the colder months, particularly for children who prefer to learn outside.

What the setting needs to do to improve further

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

- reflect on and provide more ways for parents to contribute to their children's learning and development to help raise parent partnerships to an even higher level
- review current practice and enhance all-year-round opportunities for children to access the outdoors that extends their learning even further.

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 with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation and checked evidence of the suitability of the childminder and adult members of the household.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lois Wiseman

Inspection findings

Effectiveness of leadership and management is good

The childminder has a very secure understanding of how children learn and develop. The indoor and outdoor environments are welcoming and children are offered a broad range of activities and learning experiences. Safeguarding is effective. The childminder ensures that her safeguarding training is kept up to date and understands the need to protect children from the dangers of extreme views and behaviours. The childminder supervises the children well and makes sure that the play areas remain safe and secure. She understands the need to update her knowledge and skills and completes ongoing professional development. As a result, children benefit from activities that are focused and tailored to meet their individual needs.

Quality of teaching, learning and assessment is good

The childminder recognises and understands that children learn in different ways. She adapts what she does and allows children the space that they need. For example, she knows that the younger children will delight in lining up toy cars on the floor, matching their colour or their size. As a result, children are free to play according to how they think and see the world around them. The childminder talks well with the children and repeats the words they use in a natural way. This means that children build up the number of words that they can use and become good talkers. The childminder notices when children sing out loud in their play and responds by singing the next verse. As a result, children's self-esteem is high. Children's mathematical skills are well supported as they count objects, both forwards and backwards, in their play. The childminder watches and records how the children play and learn and checks how they can then make further progress in their learning and development.

Personal development, behaviour and welfare are good

The childminder is warm, friendly and encouraging in her manner. She plays alongside the children and helps to sustain their interest. Children are well supported, feel happy and are becoming confident learners. The childminder praises them for their achievements and her positive approach helps children behave well. Children eat healthy and nutritious food and are encouraged to keep themselves clean. The childminder maintains a safe environment and encourages children to keep themselves safe. For example, she reminds them to hold onto the handrail as they go upstairs. The children have developed a strong sense of belonging as they move around the environment and choose objects for their play. Children play together well and have many opportunities to develop the social skills necessary for the future.

Outcomes for children are good

Literacy skills are promoted well. Children respond well to stories and rhymes, and are fascinated to use props found in the story sacks. Children make good progress in their learning and development, including those with delayed speech. Children who receive additional funding use resources focused towards their immediate needs. This helps them develop well. The childminder provides plentiful opportunities for the older children to decide on their own activities. This helps to prepare them more fully for their next stage in learning, including their move on to school.

Setting details

Unique reference number	302609
Local authority	Bradford
Inspection number	10085152
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 May 2013

The childminder registered in 1998 and lives in the Undercliffe area of Bradford, West Yorkshire. She operates all year round, Monday to Friday, from 7.30am to 6pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has an appropriate childcare qualification at level 3.

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