

Childminder report

Inspection date	8 February 2019
Previous inspection date	25 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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 childminder has worked hard to address previous actions and recommendations since her last inspection. She works closely with the local authority early years team and completes her own research and training online. The childminder uses this information to systematically evaluate the quality of her setting and plans a stimulating and welcoming environment for children.
- Partnerships with parents are strong. The childminder has developed effective systems that help to include parents in planning their child's next step learning targets. This helps to ensure children have a consistent approach to their learning both in the setting and at home.
- The childminder establishes strong relationships with children. She uses highly effective and positive behaviour management strategies to help children focus and settle. Children learn to relax as they complete breathing and stretching exercises. They listen carefully and follow the childminder's instructions as they calmly breath in and out. Children are very happy and settled.
- The childminder monitors children's progress well. She completes clear and precise observations and assessments of children's development. The childminder shares this information with parents and other professionals involved in children's care. Children make consistently good rates of progress and any gaps in their learning close quickly.
- Occasionally, the childminder reads and sings to children at a fast pace. This impacts on children's learning as they cannot always clearly hear and follow stories the childminder reads and nursery rhymes that she sings.
- On occasions, the childminder does not allow children enough time to explore their own ideas during adult-led activities.

What the setting needs to do to improve further

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

- continue to develop practice to ensure stories and nursery rhymes are consistently completed at a slower pace, so that children can clearly hear and follow during reading and singing sessions
- consistently allow children more time to explore and follow their own ideas during adult-led activities.

Inspection activities

- The inspector had a tour of all the areas of the premises that children access.
- The inspector reviewed parents' feedback and considered their views.
- The inspector had discussions with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development. She completed a joint observation and discussed this with the childminder at a convenient time.
- The inspector reviewed suitability records for all those living on the premises aged 16 years and over. She reviewed the childminder's self-evaluation, policies, procedures and other records regarding health and safety.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder regularly updates her skills and knowledge. She receives emails from the local authority which helps her to keep up to date with current issues that may impact on a child's welfare. The childminder has a suitable safeguarding policy and procedure in place. She demonstrates that she would take swift action should she have any concern about a child's well-being. The childminder completes daily risk assessments to ensure the areas of the premises that children access are safe and suitable. She includes children in completing risk assessments as they take daily walks along the local canal towpath and woodlands. This helps children to learn how to recognise and minimise risk and hazards as they arise.

Quality of teaching, learning and assessment is good

The childminder has developed effective improvement and provision plans. She uses these to organise the setting and play equipment well. Children have space to move freely around the indoor play areas. They have access to well-resourced play equipment and independently select and use these during play. The childminder allows children time to extend their own ideas and learning during child-initiated play. Children engage in imaginative role play. For example, they build train tracks to transport model animals to the vets. Children develop good mathematical skills as they measure length and compare different sizes of trains and animals. Older children begin to recognise letter symbols in their name. They develop good mark-making skills and begin to ascribe meaning to the marks that they make using crayons and chinks. Children are engaged and persevere with tasks that they set out to complete.

Personal development, behaviour and welfare are good

Children explore their immediate and extended communities with the childminder. They develop good social skills as they regularly access education centres, play groups and take walks around the local and extended communities. Children learn to recognise differences between people as they find out about various religious festivals. Children understand how to lead healthy and active lifestyles. They help to grow vegetables in the garden during spring and summer time. Children use the food produce that they harvest to make nutritious meals. They are served fresh fruits and vegetables daily. The childminder talks to children about the benefits of eating a well-balanced diet and taking regular exercise. Children confidently complete self-care tasks independently. They wash their hands before mealtimes and dress themselves before they go outdoors.

Outcomes for children are good

Children develop good co-ordination and hand dexterity as they repair wooden train tracks. They solve problems and work things out for themselves during child-initiated play. Children think critically about what they need to do next as they build longer train tracks to carry model animals on the trains. They confidently count wooden blocks that they use to build towers and bridges. Children understand that adding one more block changes the total number value. They are self-assured and resilient learners. Children develop the skills that they need for future learning and are prepared well for their eventual move to school.

Setting details

Unique reference number	EY398733
Local authority	Bradford
Inspection number	10084899
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 April 2018

The childminder registered in 2008 and lives in the Eccleshill area of Bradford. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She offers funded early education for three-year-old children.

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