

Childminder report

Inspection date: 2 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and play confidently in the childminder's home. She offers a wide range of good-quality resources and activities to support their development. In addition, she plans outdoor visits to various places of interest, such as the woods and toddler groups. This enhances children's physical well-being and broadens their learning opportunities across all areas of the curriculum. Children behave well and play together cooperatively. The childminder uses consistent behaviour support strategies to help children when they have difficulty regulating their emotions. She helps them understand how their actions can impact others. With support, children begin to manage their own behaviour if they become upset or frustrated. The childminder demonstrates effective teaching skills during play to extend what children already know and can do. As a result, they achieve well across all areas of their learning. Children enjoy selecting their own books from the shelf and making up stories using their imagination. The childminder encourages them to recall events and they have detailed conversations. Children's communication and language skills are well supported. The childminder shares information daily with parents about their child's day and works with them to close any gaps in children's learning.

What does the early years setting do well and what does it need to do better?

- The childminder creates a safe and secure environment for children. She carries out risk assessments and notifies Ofsted in accordance with requirements when changes are made to her home. The childminder ensures children are appropriately supervised at all times to protect them from harm and to ensure they have access to high-quality care.
- Children learn to respect and listen to each other. The childminder encourages them to sing the 'how do you do' song each day to help children express their feelings and talk confidently in a group. Children take turns to sing their name in the song and say how they feel today. They then discuss various topics such as the weather, weekend activities and toys they have enjoyed playing with so far in the childminder's home. Children show good levels of self-esteem and concentration skills. In addition, they learn about each other and value other people's opinions.
- The childminder is passionate about continuing her professional development. She enjoys completing online tasks to broaden her awareness and meets regularly with other professionals to share ideas. Additionally, she intends to extend her already good knowledge of child development through further educational studies.
- Children develop an understanding of how to care for themselves and others. They make-believe preparing food and drinks in the toy kitchen for the childminder and the inspector. Children name a variety of fruit and vegetables

and make pretend cups of tea. The childminder helps children develop an understanding of healthy foods. She provides nutritious meals and snacks throughout the day. Children use good manners when asking for their food and water. They wash their hands before eating. Children enjoy playing with the dolls where they feed and care for them. They copy nurturing behaviours demonstrated by the childminder.

- Children often take trips with the childminder to playgroups. This is a good opportunity to socialise and make new friends and to see similarities and differences within the wider world. In addition to this, the childminder uses play people that represent a variety of cultures and disabilities. This helps children to understand about the wide range of people in our community.
- The childminder often supports children during their play by asking questions about their games. However, on occasions, she does not give children enough time to think of their own answer. In addition, sometimes the childminder takes the lead during activities and shows children what to do. This can interrupt their imagination, thinking skills and ability to develop their own ways of learning.
- The childminder shares information with parents about their children's achievements. However, she has not established strong partnerships with other settings that some children also attend. This means consistent care and assessment are not fully established for those children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding issues and possible child protection concerns. She understands her responsibility for making a referral if she feels a child may be at risk of harm. The childminder maintains a safe place for children to play and learn. She has a valid paediatric first-aid qualification. The childminder understands the importance of confidentiality and data protection to help keep children and their families safe. In addition, she knows only authorised persons are to have regular contact with children in her care.

What does the setting need to do to improve?

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

- give children further opportunities and sufficient time to extend their own learning and solve their own problems
- develop strategies to work with other settings where children attend to establish continual care and assessment of children's learning between providers.

Setting details

Unique reference number	EY499301
Local authority	Bradford
Inspection number	10132064
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 13
Total number of places	6
Number of children on roll	13
Date of previous inspection	11 June 2018

Information about this early years setting

The childminder registered in 2016 and lives in Thornton, Bradford. She operates on weekdays all year round, from 6.15am until 6pm, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and curriculum are organised and to check the health and safety procedures of the setting.
- The inspector took account of the views of parents through verbal feedback provided.
- The inspector observed the quality of education delivered during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder.
- The inspector completed a joint evaluation of an activity with the childminder.

We carried out this inspection 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.

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