

Childminder report

Inspection date: 4 February 2020

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

The childminder offers children a warm, welcoming and very friendly home, where children settle really well. Children are happy and very sociable and play well together. They access a broad selection of toys and resources independently. The childminder observes and assesses children's learning well. She ensures that their next steps and any gaps are addressed, supported by effective conversations with other settings that they attend. Children rest and sleep contently, while others play with bricks. Younger children sit with the childminder and together they look at a book about a fire engine. They point to the pictures, then find a truck. Children know the routine well. They get ready independently to go to nursery to collect older children, with good support from the childminder. When older children return, they are keen to help the childminder as they sit at the table for lunch. They confidently create their own wraps and sandwiches. The children find out about making healthy choices in foods. They spread cheese onto bread and listen as the childminder explains to them to take care when using knives. Children show their mathematical knowledge as they make a circle out of four pieces of cucumber. They know if they eat one, they only have three left.

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

- The childminder is a positive role model. She has high expectations of children and supports each child to develop an awareness of managing their own behaviour. Children learn to take turns with toys and resources. They recognise that they need to behave appropriately and are extremely well mannered.
- Children have good opportunities to develop their mathematical skills to support their future learning. For example, they count as they help to set the table ready for lunch and work out how many plates are needed.
- The childminder regularly reflects on her practice. She considers what works well and what improvements to make. The childminder attends further training. She seeks the views of parents and children to help maintain high standards and drive further improvements.
- Children are enthusiastic learners, who are motivated by the childminder. They confidently explore the available toys and activities and make informed choices from a very early age. For example, children enjoy playing with bricks, build with them and then knock down their tower.
- Partnerships with other settings that children attend are firmly established. The childminder works closely with them to help ensure all children enjoy consistent care and learning opportunities. She regularly shares information about what children need to learn next.
- Partnerships with parents are good. The childminder engages in daily feedback with parents and uses electronic communication to ensure individual routines are adhered to. However, she has not explored a wide range of methods to help

support parents in extending their children's learning at home.

- The childminder asks children good questions, encouraging their communication skills. However, she does not consistently give children time to think and respond to her. For example, as children reach for the cotton reels to thread, the childminder asks 'what is the colour?' and then tells the children 'it's red'.
- The childminder ensures that the environment is secure and welcoming for the children and parents. She carries out effective risk assessments to ensure that children are safe in her home.
- The childminder provides children with a stimulating environment inside and outside. She offers a variety of activities, resources and equipment. She has formed good relationships with children and they respond well to her and the activities she provides. For example, children are keen to find their favourite hero characters to play with and tell the childminder all about them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to keep children safe while they are with her. She knows the procedures to follow should she have any concerns about a child in her care. The childminder regularly updates her safeguarding training and adapts any changes to her policy. She ensures that parents are aware of her role and responsibility for children's welfare. The home is secure for children as the childminder has good preventative measures in place. For example, the childminder provides safety gates where needed. She teaches children to be aware of the evacuation procedure through regularly practising emergency drills.

What does the setting need to do to improve?

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

- build on opportunities to exchange information with parents to support children's learning further at home
- enhance questioning skills and give children more time so they can share their knowledge, think through ideas and respond to questions.

Setting details

Unique reference number	EY456877
Local authority	Bradford
Inspection number	10075334
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	28 July 2016

Information about this early years setting

The childminder registered in 2013 and lives in the Low Moor area of Bradford, West Yorkshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jane O'Callaghan

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector held a number of discussions with the childminder. 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.
- The inspector completed a tour of the premises.

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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