

# Childminder report

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Inspection date: 13 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 settled at this friendly and welcoming setting. They benefit from a wide range of interesting activities. Children enjoy singing, dancing and imaginary play. They learn about the natural world through trips to the farm and nature walks in the park and woods. The childminder has lovely relationships with the children in her care. She follows their interests and leads in play. The childminder is caring, sensitive and kind. She has formed strong bonds with the children, who she knows individually very well. They have fun together and delight in each other's company. The dedicated childminder has high expectations for children and provides good support for their learning. However, there are opportunities for her to strengthen her professional development still further.

Children are emotionally secure and their behaviour is good. They engage in activities and are curious and enthusiastic. The childminder sensitively supports them to manage their behaviour. Children are confident. They choose independently what they would like to play with from a wide range of toys and resources. However, there is scope to develop choices outdoors to provide the same rich opportunities for learning as indoors.

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

- The experienced childminder has a good understanding of how children develop and learn. There is strong support for children's developing communication and language skills. The childminder uses a range of strategies to expand and improve their vocabulary. For example, she repeats back to the children what they have said to show they have been understood. The childminder emphasises new words and promotes children's speech by asking questions that require a more detailed response.
- The childminder provides good support for children's personal, social and emotional development. There is a strong focus on friendship, cooperation and taking turns. The childminder is a very good role model. She teaches the children how to be respectful and encourages them to use manners.
- The childminder's interactions with children are sensitive and responsive. She skilfully supports their learning as they play with animals on the toy farm. Children develop their physical skills as they fill and empty pots with cereal. They learn about life outside the setting through visits to the library and the local playgroup. They enjoy cuddles with the childminder as they share books together.
- The childminder skilfully supports children's mathematical development as they play. For example, she encourages children to identify the colour of grapes and tomatoes as they play with pretend food. They count the number of eggs in the toy kitchen and talk about the size of biscuits. The childminder uses technology

to support children's learning with great effect. Children instruct digital speakers to play music as they dance and take part in action rhymes. Children are excited, enthusiastic and eager to join in.

- Children are confident. The childminder provides them with choices and they are able to access toys and resources independently. However, there is scope for her to provide a richer choice of opportunities for those children who prefer to learn outdoors. Children's behaviour is good. The childminder provides skilled support for children to help them manage their behaviour. She achieves this through gentle reminders and distraction techniques. The childminder provides robust support for children's well-being. Children benefit from healthy meals, and daily fresh air and exercise. Well-established hygiene routines help keep children safe and healthy.
- The childminder has strong relationships with parents, who speak highly of her and the service she provides. She has established effective relationships with health visitors and the local school. This helps to create a consistent approach to children's learning and development and supports their move to the next stage in their learning.
- The childminder attends training and shares ideas with other childminders. However, there is scope for her to strengthen her professional development in order to raise the already good quality of teaching still further. The childminder gathers parents' views and reflects on children's experiences in order to evaluate her setting. She is passionate about the service she provides and ambitious for the children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is clean, safe and secure. She has a secure understanding of her responsibilities around safeguarding children. She knows how to identify any concerns and the procedures she must take in order to keep children safe. The childminder attends safeguarding training to keep herself up to date. She has robust policies in place to support safe practices and ensure the smooth running of the setting. The childminder teaches children how to keep themselves safe and healthy. For example, she reminds them how to use cutlery safely and to tidy their toys away so they do not trip.

## What does the setting need to do to improve?

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

- target professional development in order to improve the quality of teaching still further
- develop the outdoor area further for those children who prefer to learn outside, to provide the same level of rich learning opportunities as indoors.

## Setting details

<b>Unique reference number</b>	EY452915
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10075272
<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 at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	8 July 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Oakworth, near Keighley in West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is qualified at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Julie Foers

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning. The childminder and the inspector reflected on an activity together.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence of training and of the suitability of those living on the premises.
- The inspector held discussions with the childminder at appropriate times during the inspection. The inspector took account of the written views of parents.

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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