

Childminder report

Inspection date: 9 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children express themselves with delight as they sing and dance to music with the childminder's support. They leap in the air and stomp their feet to the beat, showing a sense of rhythm. Children spend long periods of time at activities of their choosing. They concentrate as they empty and fill containers in the sand or make buns in the mud kitchen. The childminder sensitively supports children's emotions. For example, she explains that it is okay to feel scared sometimes. She helps children to understand that dinosaurs in a book cannot hurt you. This helps children to feel safe in the environment. All children are treated equally and with respect.

The childminder has high expectations for children's behaviour. They follow her instructions well and tidy up resources when requested. The childminder frequently praises children and they demonstrate they are happy, singing to themselves during independent play. They jump up with glee and squeal as they pop bubbles in the garden. Parents have daily opportunities to hear about the progress their children make. During the COVID-19 (coronavirus) pandemic, the childminder incorporated this into her new doorstep drop off and collection procedures, to keep children and adults safe.

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

- Children's mathematical skills are consistently developing. They have many opportunities to count and use language relating to shape, size and colour. Children count objects in books and use counting to solve problems. For example, they count out the correct number of bowls to use at snack time.
- Children develop an interest in books. They listen keenly as the childminder reads stories and leap up with excitement when they are offered the chance to join in with the reading. The childminder often asks children questions as she reads. Children answer with enthusiasm. This helps them to make links in their learning and to understand the world around them.
- The childminder regularly encourages children to try new activities and experiences. However, children do not always have opportunities to be independent. The childminder frequently completes tasks for children. This means that children do not always try and do things for themselves or develop their resilience. For example, putting aprons and shoes on and fetching resources that they need.
- Children develop their sense of balance and use their large-muscle skills as they rock forwards and backwards on ride-on toys and climb on large apparatus. Fine motor control is consistently developed when children use paintbrushes, chalk, pens and small scoops. This helps to develop children's future writing skills and prepares them well for school.

- Children focus on tasks for extended periods of time. They concentrate well on activities that interest them. For example, they play with cars, lining them up neatly. Children pretend to make food in the mud kitchen and engage other children in their play, calling them over to come and eat.
- Although the childminder develops children's communication and language skills, generally well, she does not consistently teach children new words to expand their vocabulary. This limits children's ability to express themselves fully.
- The childminder is ambitious. She plans to complete further training and regularly reflects on the quality of the provision. Parents have access to their child's development records and daily information through digital software. This new system has helped to ease workload and increase the well-being of the childminder and her assistant.
- Children have time to explore sensory materials and their own ideas and thinking. For example, they make marks with paint using paintbrushes, toy cars and their hands and fingers. The childminder identifies and follows children's interests and knows what to plan next to develop their interests and skills. The childminder uses income from funded places to effectively support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe, secure and stimulating environment that she frequently reviews. The childminder quickly identifies any potential hazards and removes them. She demonstrates knowledge of the signs and symptoms of abuse and knows what to do if she is concerned about a child. She knows what to do in the event that an allegation is made against an adult living or working on the premises. The childminder has a range of hygiene measures in place to ensure the health and safety of children attending.

What does the setting need to do to improve?

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

- develop the teaching of communication and language to extend and increase children's vocabulary and acquisition of new words
- maximise opportunities for children to develop their independence skills.

Setting details

Unique reference number	2496466
Local authority	Bradford
Inspection number	10191472
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in the Eccleshill area of Bradford, West Yorkshire. The childminder operates all year round, except bank holidays and family holidays. The childminder has a relevant level 3 qualification and employs an assistant. The childminder operates Monday, Wednesday and Friday from 7am to 5pm and Tuesday and Thursday from 7am to 6pm. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder and inspector held a meeting to discuss the safeguarding measures the childminder has in place to keep children safe. They discussed the risk assessments the childminder completes on a daily basis and the childminder's improvement plans.
- The childminder and inspector jointly evaluated an activity that children completed.
- The inspector observed the resources available for children. The inspector and childminder also completed a learning walk of the premises in order to discuss the childminder's learning intentions for children.
- The inspector observed interactions between the childminder and children.

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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