

Childminder report

Inspection date:

26 July 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

This caring childminder has made many changes to the provision to improve the home-from-home environment for children. The play areas, indoors and outdoors, are child friendly and suitably arranged, so children can access resources located in low-level storage units and shelving. Children are keen learners, who join in a wide range of activities and enjoy their time with the childminder and co-minder. Children form secure attachments with the childminder, who is a lovely role model for children. She teaches them to respect each other and share different experiences. Children's behaviour is good. Children show care and concern for each other. They hand cutters to each other during play with dough, and respond with a polite 'thank you' to friends when they share the tools.

Children develop and use their imagination well. For example, during a water-play activity, mixing paints, children are excited and say, 'Wow. Look now. It looks like a green monster in the sea.' Children have lots of fun making marks with water on the fence. They show that they keep on trying as they successfully manage to squirt each other with spray bottles, and make their own puddles to jump in. The childminder extends their learning, challenging them to jump higher and higher, with the children laughing with delight. She allows the children to lead the activity and make decisions about what they would like to do.

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

- The childminder and her co-minder are clear what they want children to learn. The childminder regularly observes her key children and has a good knowledge and understanding of their needs and interests. She uses these as a starting point for planning activities. She makes sure that children have many different experiences that develop their ideas and thinking. Children make good progress.
- Partnership working with parents is good. The childminder provides them with information about their children's development but also encourages them to share details of children's experiences and interests at home. This supports children's learning and emotional well-being. Parents are very complimentary about the care their children receive.
- The childminder supports children's communication and discussion skills well. She talks about what she and the children are doing, and asks questions to make them think. For instance, in the mud kitchen as children pretend to freeze ice pops, she finds out when they will be ready. She asks what flavours they will be and introduces new words, such as 'tropical'. This helps stretch children's imaginative skills and language development.
- The childminder encourages children's understanding of numbers through everyday activities. She counts the number of star biscuits children make, and challenges them to jump high and low. However, she sometimes misses chances

to extend older, most-able children's understanding of more challenging mathematical skills, such as estimating and simple calculation.

- Children learn about different people and communities through adult-led experiences as well as through role play, music and books. They celebrate world festivals, such as Eid. This helps to extend children's understanding of different people and cultures locally and around the world.
- The childminder helps children to learn about managing their personal hygiene. For example, she supports children to wash their hands before snack and after using the bathroom. She takes all opportunities to encourage children to develop their independence and self-care skills. During snack time, children organise themselves well. They carefully use a chopping board and safety knife to slice their banana and strawberries, and then clear the table afterwards. This helps children learn skills ready for their move to school.
- Although the childminder provides a good range of planned activities across the curriculum, she does not provide many opportunities for children to build on their understanding and knowledge of technology. Children have limited access to explore and discuss technological equipment.
- The childminder and her co-minder show they are committed to future development and improvement. They are supported by the local authority early years team and receive regular visits to help improve the provision. The childminder is motivated to further develop her knowledge and understanding of early years education. This has inspired her to make positive changes, which have had a good impact on children's learning. All actions and recommendations from the last inspection have been met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder reviews and refines safeguarding policies and procedures as a result of refresher courses she attends. Examples include the impact that domestic abuse and parental substance abuse can have on vulnerable children and parents themselves. She knows the possible indicators of child abuse and understands the local procedures to follow to protect children's welfare. The childminder places a high importance on children's safety. She regularly reviews the premises, so that all children are safe and secure.

What does the setting need to do to improve?

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

- make the most of opportunities to extend most-able children's understanding of more difficult mathematical concepts
- provide more opportunities for children to build on their understanding and knowledge of technological equipment, to enhance their learning opportunities.

Setting details

Unique reference number	2506066
Local authority	Bradford
Inspection number	10210354
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	1 to 4
Total number of places	5
Number of children on roll	6
Date of previous inspection	29 September 2021

Information about this early years setting

The childminder registered in 2019 and lives in Bradford. She works with a co-minder at a house in Wibsey, Bradford. The setting operates all year round from 7.30am to 5.30pm, Monday to Friday, except for a week at Christmas, bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and childminder carried out a joint observation of her co-minder during a mealtime.
- The inspector spoke to a parent, read recent feedback questionnaires and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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