

Childminder report

Inspection date:

29 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy to play and explore in the childminder's safe environment. Babies have a range of opportunities to play with toys which are suitable for their age and stage of development. However, older children do not consistently have the same opportunities. They play with toys that do not sufficiently challenge them to extend their learning.

Children play cooperatively with each other. Older children are kind to babies and show empathy to their needs. They say 'well done' when babies achieve something new. Babies are well supported for their achievements. They develop confidence in their play. Children enjoy listening to stories. They sing songs and use musical instruments. Children develop communication skills and a sense of rhythm from a young age. The childminder intends to return to community playgroups now that the COVID-19 (coronavirus) pandemic restrictions have lifted. She talks about the benefits of children being able to make new friends and take part in a variety of new experiences.

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

- The childminder encourages all children to be independent and to 'have a go' during their play. For example, babies are encouraged to use paintbrushes to make their own marks, and older children are asked to attempt jigsaws. However, when older children carry out the same painting activity, the childminder provides no extension or challenge to meet their learning needs. The childminder does not consistently recognise when or how to develop children's thinking skills. For example, during a creative activity, children are asked to stick paper squares onto a card and are told what to write or draw inside. Children are not given choices and this activity does not support their creative or imagination skills. In addition, although the childminder has collated a range of interesting resources in her setting, she has not successfully understood and sequenced a curriculum that creates high expectations towards children's learning in all areas. Children are not consistently stimulated and become disengaged. Nevertheless, the childminder has plans in place to help children to become ready for school. She helps them develop the skills they will need for their future learning.
- The childminder provides a healthy range of food and snacks for children. They have daily access to outdoor spaces where they can develop their large-muscle skills and enjoy fresh air. Children learn hygiene practices from a young age. They are encouraged to wash their hands at appropriate times and cover their mouth when coughing.
- Parents comment positively about the care their children receive and are aware of experiences their children enjoy during the day. However, parents are not

always made aware of significant changes to policies or practice within the setting. They are not receiving the most up-to-date information about how the setting runs and what to do if they have any concerns or comments they wish to share. Furthermore, progress checks for children aged between two and three years do not summarise children's skills in all areas of learning in good enough detail. Parents do not get a clear picture of their children's progress levels.

- Children have opportunities throughout the year to learn about different cultural festivals. However, they are not provided with opportunities to explore and understand the wide range of people in modern British society. Having said this, children show respect to both adults and children in their immediate setting. They sit together at mealtimes and socialise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise indicators which could suggest children are at risk of harm. She knows what to do in the event of a child protection concern. The childminder has updated her safeguarding policy in line with local authority guidance. She has an awareness of wider safeguarding issues, such as children being exposed to extreme behaviours and exploitation. The childminder knows how to keep her setting safe for children to access and has completed relevant paediatric first-aid training.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the individual development needs of all children are identified in order to provide challenge in all areas of learning.	30/12/2021

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

- improve communication strategies to ensure that all parents receive up-to-date and accurate information, with particular reference to assessments and the setting's policies
- increase opportunities for children to learn about and respect all people's differences in their wider community.

Setting details

Unique reference number	2506066
Local authority	Bradford
Inspection number	10191744
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wibsey, Bradford. She operates all year round from 7.30am to 5pm, Monday to Friday, except for a week at Christmas, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed the setting's aims.
- Parents' views were taken account of by the inspector.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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