

Childminder report

Inspection date: 23 September 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

The childminder and staff team create a relaxed and welcoming homely environment. Children benefit from the warm and secure attachments that they build with the friendly and professional childminder and staff team. Children play well together using the resources that the childminder has thoughtfully planned. For example, they enjoy using superhero characters and acting out different scenes during their imaginary play. The childminder has high expectations of children's behaviour. She supports them to share, take turns and develop friendships with their peers. Children enjoy spending time together and thrive from the positive praise that they receive. Children's behaviour is good. They show that they feel happy, safe and secure.

Due to the COVID-19 (coronavirus) pandemic, parents are unable to enter the premises. They drop off and collect their children from the garden. This means that the childminder and parents can continue to have daily discussions with appropriate social distancing. The childminder makes use of electronic communications to share information about children's progress and general information about the organisation of the setting. This helps to ensure that children's care and learning needs continue to be met.

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

- The childminder and staff team take the time to get to know children when they first start at the setting. They work closely with parents to gather detailed information about their child's interests and what they already know and can do. The childminder uses this information to plan familiar care routines and learning experiences according to children's individual needs. This helps children to settle in quickly.
- The childminder clearly knows the children in her care. She carefully observes children when they play to assess their stage of development. The childminder shares this information with parents through ongoing discussions and listens to their views. They plan children's next steps in learning together. However, the childminder has yet to establish partnerships with other settings that children attend, to share key information about children's development and promote continuity in their care and learning.
- Children are supported to develop their communication and language skills. The childminder and staff team interact well with children and engage them in conversations during their play. They skilfully repeat words back to children so that they can hear the correct pronunciation and develop their speech sounds. Children develop a love of books. They listen intently to staff as they read and join in with retelling stories.
- The childminder and staff team encourage children to think critically, make

predictions and test their own ideas during mathematical activities. Children learn how to complete simple mathematical problems as they add 'one more' scoop to their ice-cream cone. They learn to count in sequence and work out the total number changes when they add more. Children develop good mathematical skills.

- Children thoroughly enjoy making their own role-play equipment using creative craft resources. They develop good physical skills and dexterity as they make animal masks and thread pipe cleaners into plastic cups. Children are proud of what they have achieved and demonstrate high levels of confidence and self-esteem.
- On occasions, the childminder does not follow children's interests and lead in their play. For example, children are asked to tidy away equipment and resources before they have finished playing with these. As a result, children do not have consistent opportunities to return to activities that help to extend their ideas and enrich their learning.
- Children enjoy fresh air and daily exercise during walks in the local area. They learn how to make healthy food choices and know to wash their hands before each meal. This helps to support children's awareness of being healthy.
- The childminder meets regularly with the staff team to discuss best practice and identify any areas of improvement. They share the same vision and drive for maintaining a good-quality service for children and their families. Staff access regular training online for their continued professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and staff team attend regular child protection training to help keep their safeguarding knowledge up to date. They understand how to recognise the signs of abuse and are aware of the procedures to follow if they have a concern about a child's welfare. The childminder carries out daily checks of the premises to help to minimise hazards and promote children's safety.

What does the setting need to do to improve?

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

- strengthen partnerships with other providers and share information about children's development to provide continuity in their care and learning
- plan the support given more carefully to children when they play, to allow them the space and time to play with the resources.

Setting details

Unique reference number	2508353
Local authority	Bradford
Inspection number	10206541
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 11
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bradford, 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 to level 6 and holds early years professional status. She works alongside a co-childminder, who holds an appropriate childcare qualification, and she employs one assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

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 this into account in her evaluation of the setting.
- The inspector and the childminder had a learning walk together. The childminder showed the inspector around the areas of the premises that children access and discussed how she implements her educational programme.
- The quality of education and how this impacts on children's learning was observed by the inspector. The childminder and the inspector reflected together on children's learning during activities.
- The inspector held a number of discussions with the childminder, parents and children at appropriate times during the inspection.
- The inspector reviewed 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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