

Childminder report

Inspection date: 7 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress in the care of this calm and gentle childminder. They feel secure in the childminder's home-from-home setting. Children confidently greet visitors and talk to them about their play. They enjoy playing with the interesting resources provided by the childminder. For example, children explore large plastic rollers and sensory balls. They match the colours and pretend to make ice creams with them.

Children enjoy many outings with the childminder. For example, children learn to socialise with friends at playgroup. They learn about animals during visits to the farm or the zoo. Children ride the train to neighbouring towns to explore new places. These opportunities further build on children's prior experiences and knowledge.

Children behave well. They listen to the childminder's instructions and show awareness of rules and boundaries. For example, children help to tidy away toys when they have finished playing with them. Children have positive attitudes to learning. They persevere as they try to hit a ball with a bat or spin a hula hoop around their waists. Children receive praise from the childminder when they try things for themselves. They are encouraged to become self-assured and independent learners.

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

- Children receive many opportunities to be physically active. They visit play centres and parks or go on woodland walks. Children develop their large-muscle skills when they learn to climb and build dens. They become confident in navigating space and learn to take controlled risks.
- Children become confident speakers. The childminder repeats words back to children so that they can hear them clearly. She talks to children about what they can see on their daily walks. The childminder uses a 'Magic Bag' to teach children songs and rhymes. However, she does not always consider how to introduce new words to children during their play. This limits the progress children can make in further expanding their vocabulary.
- The childminder finds out children's starting points and plans their next steps for learning. She provides opportunities for children to further explore their interests. For example, children enjoy digging in the sand to find dinosaurs. However, on occasion, the learning intent for planned activities is too broad. Therefore, opportunities for children to achieve their next steps are not always fully maximised.
- Children develop an awareness of their local community. They enjoy visits to the shops and the library. Children learn to care for the environment when they go

litter picking with the childminder. They learn about other faiths and celebrations such as Chinese New Year and Diwali. Older children bring foods from their own home cultures to share with others. This helps children to develop their understanding of diversity.

- The childminder teaches children to be healthy. Children learn about the importance of cleaning their teeth and washing their hands. The childminder encourages children to make healthy choices. For example, children choose to drink water instead of juice. Children receive healthy meals and snacks. They grow their own tomatoes to eat at snack time. The childminder has further plans to start growing potatoes. This supports children's understanding of how fruits and vegetables are grown.
- The childminder ensures that there is a two-way flow of communication with parents about children's development. For example, the childminder works closely with parents to support children who are potty training. Parents receive daily updates about what children have been learning in the setting. This allows children to continue their learning at home and make good progress.
- The childminder reviews her practice by considering the views of parents and the progress made by children. She has obtained a playleader qualification. This has supported the childminder in enhancing the experiences she provides for children. The childminder aims to carry out more training in the future to further improve her skills and knowledge. She plans to develop her garden to ensure that children can access outdoor learning in all weathers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken online safeguarding training. She receives regular updates from the local authority. This ensures that her knowledge is kept up to date and she can identify the signs and indicators of abuse or neglect. The childminder knows when and how to make referrals to the relevant agencies. She builds good relationships with children and their families. This ensures that she is aware of any changes in their home life. The childminder has attended training on keeping children safe online. She shares this knowledge with children and parents. This supports children in staying safe when using technology at home.

What does the setting need to do to improve?

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

- consider further ways to introduce new words during play to enhance children's growing vocabulary
- focus more precisely on children's next steps during learning activities to support children in making the best possible progress.

Setting details

Unique reference number	2535283
Local authority	Bradford
Inspection number	10215182
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Shipley area of Bradford. The childminder is open Monday to Friday, from 7.30am to 5pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- 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 observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documents 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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