

Childminder report

Inspection date: 15 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 are very happy in the stimulating and exciting home-from-home environment. They engage in a variety of interesting learning experiences. For example, children investigate farm animals in soil. They sort the animals into categories and count them as they play. This helps to develop children's counting skills. Children have good opportunities to challenge their physical skills. For instance, toddlers show they feel safe in the setting when they practise stepping into the garden area and learn to push themselves on trikes. They clap and beam with pride when the childminder praises them for their efforts. This helps to develop their self-esteem.

Children investigate and solve problems in their play. Children concentrate as they carefully fill a jug and carry it through the garden, without spilling. The childminder is fun and engaging. Children invite her into their play. For instance, they ask the childminder to fill up their cars with 'petrol'. This helps to develop children's imaginative skills.

The childminder has high expectations for children's behaviour. Children are encouraged to treat each other with kindness and consideration. For example, when they play on large, wheeled vehicles, the childminder encourages them to take turns. This helps to develop their social skills. Children are encouraged to be independent. For instance, they take off their outdoor boots, help make lunch and choose what fruit to eat for snack.

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

- The childminder understands the impact the COVID-19 pandemic has had on children's personal, social and emotional development. She has made this a focus within the curriculum. The childminder spends quality time getting to know the children and their families. She uses sensitive interactions to help support children's emotional development. Children have very secure bonds with the childminder. Furthermore, the childminder has introduced children to groups where they can meet other children. This helps to develop their social skills.
- Children benefit from the strong focus that the childminder places on their communication skills. She provides constant narration as they play and introduces new language. The childminder regularly reads stories to children. This helps children to make good progress in their speaking and listening skills.
- The childminder provides children with a wide variety of opportunities to develop their physical skills. Toddlers learn how climb the steps on slides confidently. Older children push themselves around the spacious garden on scooters and trikes. Children practise balancing on brightly coloured stepping stones. This helps to develop their balance and coordination. The childminder provides a

healthy well-balanced menu. She talks to children about the benefits of a nutritious diet. This helps children to develop an understanding of a healthy lifestyle.

- The childminder knows what children already can do when they first start at the setting. She uses regular observations to assess what children need to learn next. The childminder provides a variety of activities that follow children's interests. However, occasionally, the childminder over-directs children's learning. This means that children are not always given enough freedom to learn independently.
- Partnerships with parents are very effective. The childminder provides suggestions of ways parents can support children's learning at home. Parents speak highly of the childminder. They value the information she shares with them about children's learning. Parents say that they love the 'home-from-home feel' that the childminder provides. They feel that their children are making 'excellent progress'.
- The childminder is a good role model, who consistently shows children how to be considerate and polite. Children use good manners and say please and thank you without any prompting. Children listen intently and respond positively to the childminder. This helps children understand what behaviour is expected. Children's behaviour is good.
- The childminder continually reflects on her practice. She liaises with other childminders and local authority advisors to support her to consider ways she can improve her provision. She attends all mandatory training courses. The childminder recognises that additional training would support her to develop her teaching skills to an even higher level.
- Children regularly go on outings. They visit soft play, the library and a local sing and sign group. Children visit the local Islamic Education Centre to learn about Eid. This helps children to develop a sense of the local community and other cultures and traditions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise the signs of abuse. She knows the relevant agencies to contact if she has concerns about a child's welfare. The childminder understands the procedures to follow if an allegation of abuse is made against herself or a member of the family. Furthermore, the childminder has a good understanding of the 'Prevent' duty and county lines. The childminder attends training to keep her knowledge up to date. She carries out regular risk assessments of her home and garden. This helps to make sure that the environment is safe for children.

What does the setting need to do to improve?

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

- enable children to explore and to investigate resources in their own way, so that they learn independently and develop their own thoughts and ideas
- focus on professional development opportunities, to help to raise the quality of teaching to an even higher level.

Setting details

Unique reference number	2537636
Local authority	Bradford
Inspection number	10208612
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Shipley, Bradford. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to 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.
- Parents shared their views of the setting through telephone discussions and written feedback.
- The inspector carried out a joint observation with the childminder.

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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