

# Childminder report

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Inspection date: 9 August 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled with the childminder in the relaxed environment. They use a selection of interesting learning resources that the childminder provides for them. The childminder offers a broad programme of educational activities. This helps children make good progress from their starting points and gets them ready for the next stage of learning.

The childminder helps children to develop their independence and confidence. For instance, babies develop curiosity and attention as they discover that they can create different sounds by pressing buttons on electronic toys. Older children enjoy managing small tasks on their own. For example, they put on their shoes and socks and help to clear up after snack.

Children have formed close bonds with the childminder. The childminder recognises the impact of COVID-19 on some children, such as reducing their contact with others. She sensitively supports children to help them develop the skills they need. She prepares them carefully by offering them social activities, such as outings to farms, parks and local woodlands. This gives children a deep knowledge and understanding of the world around them. Parents talk about the positive way in which these visits have improved their children's confidence and self-esteem.

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

- The childminder knows children very well. She uses their interests to plan exciting activities. She observes children in their play, ensuring that they remember what they have learned, and plans their next steps well. For instance, children have learned to walk independently with help from the childminder.
- The childminder supports children's mathematical understanding effectively. She promotes children's number recognition and counting skills well. The childminder includes numbers and simple mathematical activities in children's play. For example, children use language, such as 'full' and 'empty', when filling containers in the water tray. The childminder encourages children to count how many chickens there are in the farm animal book.
- The childminder supports children's communication and language skills well. She talks with children about what she and they are doing, to help them link words to actions. Children enjoy action songs and rhymes, and toddlers build their vocabulary by naming objects as they play.
- The childminder promotes early literacy throughout the setting. Story times allow children to discover stories on themes that they are learning about, such as farm animals. Children choose stories independently, snuggle up with their friends and read to each other. As a result, children develop a love for books.
- The childminder provides strong support for children to manage their feelings

and behaviour. The childminder acknowledges children's feelings when they become tired. This means that children start learning to recognise and manage their own feelings and behaviours. They learn to be considerate and respectful to each other. For instance, older children push babies around on ride-along toys outside.

- Children learn about good personal hygiene through consistent routines and positive role modelling by the childminder. The childminder provides children with healthy, home-cooked meals and a selection of fresh fruits each day. She ensures that children have daily opportunities for fresh air and exercise in her well-resourced garden. This helps to develop children's health and physical skills.
- The childminder has developed her partnership working with parents. Parents speak positively about the service that she provides. The childminder gathers detailed information about each new child from their parents before children start. This means she can plan for their individual learning needs from day one. However, she does not share with or collect information from other early years settings the children attend. As a result, this does not enable a consistent approach in children's care and learning.
- The childminder considers her own strengths and areas for development, and seeks the views of parents. However, she recognises that there is more she can do to shape learning for some of the younger children. This is to support their learning and development to a higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She knows how to recognise and respond to concerns about neglect and abuse. This includes how to report and escalate concerns, to maintain children's physical welfare. The childminder maintains a safe environment for children in her home and on outings. She regularly assesses risks and takes action to remove or minimise these, to keep children safe. The childminder ensures that children are supervised at all times, including when they are eating and using knives to chop fruit.

## What does the setting need to do to improve?

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

- build partnerships with other settings children attend and share detailed information about their development, to extend their good progress even further
- seek wider learning opportunities to improve knowledge and skills, to raise the quality of the teaching further to help support younger children make the best progress possible.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2538804                                                                           |
| <b>Local authority</b>                             | Bradford                                                                          |
| <b>Inspection number</b>                           | 10215290                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Keighley, West Yorkshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holiday and family holidays. The childminder has qualified teacher status.

## Information about this inspection

### Inspector

Julie Dent

### 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 her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included relevant policies and evidence of the childminder's professional development.
- The inspector considered the views of parents as part of the inspection.

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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