

Childminder report

Inspection date:

7 September 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 happy and secure in this warm and inviting environment. They form strong attachments with the caring and nurturing childminder. Children demonstrate that they are happy and comfortable in the childminder's home. Their needs are met promptly and they receive cuddles on request. Children display high levels of well-being. When children are initially wary of a visitor, they quickly show their confident nature with the childminder close by. Babies have high levels of concentration as they empty and fill baskets, while the childminder role models and adds vocabulary to the activity.

Children benefit from quality interactions with the childminder. They sit together as they build a brick tower. The childminder demonstrates how to stack the bricks, children then copy her as they take turns. Children receive lots of praise and encouragement for their efforts. This helps them to develop their social skills and self-esteem. Children easily access well-organised resources. This encourages them to make independent choices. Children are motivated to learn. The childminder sets physical challenges to encourage children to reach their next physical milestones. For example, she plans the environment to offer babies opportunities to pull themselves to standing. The childminder has high expectations for children's behaviour, and as a result children behave well.

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

- The childminder provides a good choice of nutritious home-cooked meals and snacks. She teaches children about healthy food and young children are encouraged to make independent choices. For example, babies are invited to sit in their chairs for snack time. The childminder helps them to clean their hands, and then offers them a choice of a banana or bread stick.
- Children have many opportunities to be physically active. They spend time in the childminder's well-resourced garden, where they have opportunities to develop their physical skills and curiosity. For example, children use wheeled vehicles to ride on and climb up slides. Children are encouraged to develop their fine-motor skills as they make their marks on the outdoor blackboard. Children frequently visit the local park with the childminder to collect natural resources and socialise with other children.
- Children benefit from the language-rich environment. The childminder has a good knowledge of the importance of language and provides children with a constant narrative. The childminder's use of language is age-appropriate and allows children the time to respond. This enables children to become confident communicators.
- The childminder has a good knowledge of children's learning and care needs. She has clear and reflective intentions in relation to the learning opportunities

which children need to reach their next steps in learning. Overall, the childminder provides a good selection of resources to ensure that children are well engaged and suitably challenged. However, she does not consistently provide younger children with opportunities to explore different textures and nature.

- The childminder regularly shares information with parents to help give them a good awareness of their child's progress and what they need to learn next. Parents report that they feel well supported and are confident in the childminder's ability to keep their children safe. They say that their children are happy and make good progress in this nurturing environment. However, the childminder does not collect the views of parents about the service which she provides, to further develop her reflective practice.
- The childminder uses mathematical language as the children play. For example, she counts as she encourages younger children to build a tower and says, 'down' as they knock the tower over. This supports children's early mathematical development and language.
- The childminder has high expectations of children's behaviour. She role models calm and considerate behaviour during her interactions with children, praising their achievements at each opportunity. This results in a calm environment, where children engage with their play and grow in confidence.
- The childminder has kept up to date with all mandatory training. She engages with regular support and visits from the local authority's quality team. The childminder is aware of how to access relevant training and demonstrates her commitment to professional development. For example, the childminder has accessed dental health training which she has shared with parents. This has had a positive impact on parents registering their children with dentists.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of each category of abuse. She understands her role and responsibility to keep children safe and healthy. The childminder knows how to effectively record and report any concerns for the children in her care to the appropriate service. She completes regular training to keep her knowledge up to date. The childminder has a good knowledge of the risks to children using the internet and social media. The childminder maintains a safe environment for children, and can identify and reduce potential risks.

What does the setting need to do to improve?

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

- provide young children with consistent opportunities to investigate and explore

different textures and nature

- seek opportunities to collect the view of parents about the service which the childminder provides, to further develop reflective practice.

Setting details

Unique reference number	2544951
Local authority	Bradford
Inspection number	10215510
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	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Wibsey area of Bradford. The childminder is open all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Debbie Crookes

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the setting through written feedback.

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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