

Childminder report

Inspection date: 29 April 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 enjoy their time in the childminder's welcoming home. They are excited to come in and settle quickly. They have strong relationships with the childminder and other children. The childminder is enthusiastic and provides a fun and lively learning environment. Children are secure in the familiar routines and keen to help. For instance, they clear away crockery after snack time. Children behave well. They learn to share, negotiate and regulate their own behaviour. They begin to understand the effect that their actions have on others.

Children become increasingly independent, ready for the next stage in their learning. They put on their shoes and coat to go outside to play and spread butter on their toast. They are beginning to handle small tools competently, which supports the development of their muscles, ready for early writing. Children benefit from regular outings where they have opportunities to make friends in larger social groups. They also begin to understand the natural world, such as finding out about chicks at the local farm.

Parents speak very highly of the childminder. They appreciate the support they received during the COVID-19 pandemic. They feel well informed about their children's progress. The childminder frequently shares planning with them and finds out what children are learning at home. Parents comment that she and her assistant are a 'dream team' that is fun, loving and caring.

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

- The childminder has a good understanding of how children learn. By gathering information through observations and discussions with parents, she knows the children well. In the main, the childminder plans her curriculum effectively, balancing adult-led activities with child-led learning. For example, children develop early writing skills when they use paintbrushes and crayons. They use scoops and sieves to fill containers with soil during play with a mud kitchen. However, activities do not always take into account the interests and next steps of the youngest children so that they benefit fully from activities.
- Nevertheless, the youngest children enjoy their time in the setting. They show delight when older children play with them. They test their physical skills as they climb on and off the slide and negotiate the different levels in the garden. The childminder models counting for them as they stack large building blocks. She is attentive to their needs, which supports their sense of safety and well-being. Older children test their physical skills as they climb up ladders, slide down slides and use swings.
- The childminder provides a wide range of resources that reflect children's interests. For instance, they dress up as princesses and police officers. They are

keen to talk about their characters and engage in role play with their friends. The childminder listens to and observes the children. However, she is not always perceptive to their emerging interests and narratives, so at times she does not engage them and extend their concentration. As a result, some children lose interest and leave the play.

- The childminder works with parents to manage children's unwanted behaviour. She supports children's understanding of right and wrong in an age-appropriate way. She gives children praise and encouragement, which promotes their confidence and self-esteem. They show empathy and kindness. For example, older children help younger ones to understand that the smallest children need space to play.
- Children make strong progress in their speech and language development. They initiate conversations and demonstrate a wide vocabulary. Throughout their play, they have discussions about real-life experiences, such as blowing out candles on a birthday cake. They talk about their family. For instance, they discuss where mummy or daddy might be while they are at the childminder's house. The childminder's husband chats to them and explains what he is doing while he inflates the tyres on his bicycle.
- The childminder monitors children's development to identify any gaps in their learning. When children need extra help, she is prompt in seeking support. She works well with other professionals so that all children can make the progress they are capable of. The childminder promotes successful partnerships with parents and other settings children attend. She frequently shares information about children's achievements and supports parents to extend children's learning at home.
- The childminder reflects on her practice. She and her assistant continue to build on their knowledge and skills. For example, the childminder is completing training to improve her understanding of how to support children with autism spectrum disorder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding and wider child protection issues. She makes sure that her assistant's training is up to date. The childminder understands the signs that indicate a child might be at risk from harm or abuse. For example, she can identify when a child might be at risk from exploitation. The childminder supervises children well. She teaches them how to keep themselves safe, for example, when they are using the swings or racing ride-on toys across the garden.

What does the setting need to do to improve?

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

- capture children's emerging interests during imaginative play to fully promote their deep engagement and high levels of concentration
- sharpen the focus on the youngest children's interests and learning needs so that they benefit fully from rich learning experiences.

Setting details

Unique reference number	2546752
Local authority	Bradford
Inspection number	10233230
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	12
Number of children on roll	11
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 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 3 qualification in early years. She sometimes works with an assistant.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- This was the first routine inspection the setting 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 and the inspector completed a learning walk together. They discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about their activities and the toys they play with when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed teaching. She talked to the childminder about how they evaluate the provision.
- The inspector carried out a joint evaluation of an activity 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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