

Childminder report

Inspection date: 13 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 excited to learn and play when they arrive at the childminder's home. They learn that the setting is a safe space to share their feelings, as the childminder speaks to them about her own emotions. Children feel reassured by the kind and attentive childminder.

Children behave well in the setting. They build friendships as they play cooperatively with each other. Children learn to understand rules and boundaries as the childminder reminds them of her expectations. They make choices about their play. Children develop their concentration skills as they become engaged in their learning. They learn to explore and be curious. For example, children enjoy handling shells that the childminder has collected. They hold them to their ears and say that they can hear the sea. Children use magnetic tiles to build simple structures. They try out their own ideas and grow their imaginations.

Children receive lots of opportunities to be physically active. They go on regular outings to the canal to feed the ducks. Children enjoy visiting the local woods to look for 'fairies'. They build their strength and stamina during these walks. Children's coordination and balance improves as they learn to run, walk, and climb.

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

- The childminder plans experiences for children based around nature and special days that are meaningful to them. Children listen to books and stories based on the topics that they are learning about. Younger children hear words linked to their daily routine to help them learn new vocabulary. This repetition of new words supports children to develop their communication and language skills.
- The childminder monitors children's progress and identifies gaps in their learning. She plans focused activities to support children in achieving their next steps. For example, the childminder provides a variety of opportunities for children to learn the names of shapes. The childminder talks about shapes during children's free play. Children use shapes to stamp pictures when they make a card for Father's Day. The childminder introduces children to more complex shape names, such as a 'trapeze'. This approach enables children to strengthen their understanding of new skills and knowledge.
- Children learn the names of plants and flowers as they explore local areas of interest. They learn about the changes in seasons as they observe the trees change. The childminder teaches children about animals from around the world. For example, she talks to children about how male penguins care for their eggs. Children listen with interest and develop their knowledge of the natural world.
- Children learn about the similarities and differences that they have with each other. However, the childminder does not extend this learning. Children do not

learn about people and families who are different to them. This limits children's understanding of faiths and cultures beyond their own experiences.

- The childminder ensures that all children feel included. She adapts activities to allow younger children to join in with the older children. Children receive lots of praise when they try things for themselves. The childminder encourages children to try again when they feel frustrated. She sensitively offers to help at appropriate moments. This supports children in becoming resilient and independent learners.
- The childminder promotes healthy eating. Children eat fruits and vegetables grown in the childminder's allotment and garden. The childminder encourages children to try new flavours and textures. This supports children to learn to enjoy a wide variety of foods. The childminder helps children to wash their hands before eating. Children learn the importance of good hygiene routines.
- Parents receive information about what to expect at each stage of their children's development. The childminder shares progress reports with parents. This ensures that parents feel informed about their children's learning and next steps.
- The childminder evaluates the setting by measuring the children's progress and speaking to their parents. However, she has not undertaken any targeted professional development or training. This does not help the childminder to further develop her teaching practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken online safeguarding training. She recognises the signs that indicate a child may be at risk of abuse or neglect. The childminder has a good understanding of safeguarding issues, including female genital mutilation and county lines. She builds good relationships with parents and carers. This ensures that she is aware of any changes in a child's home life. The childminder knows the procedures that she must follow if she has concerns about a child or if an allegation is made against her. She carries out daily risk assessments to ensure that children are safe within the setting.

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 teach children about faiths, cultures and festivals that are different to their own, to support their understanding of diversity
- seek opportunities for professional development and training to further enhance teaching skills.

Setting details

Unique reference number	2555213
Local authority	Bradford
Inspection number	10225952
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 3
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 Keighley area of Bradford. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. 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 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 spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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