

Childminder report

Inspection date: 14 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 engaged as they play and learn in this homely and inclusive setting. They have formed strong bonds with the childminder, who has high levels of respect for their uniqueness. She knows the children well and responds to their individual needs effectively, offering cuddles and reassurance when needed.

Children benefit from a vocabulary-rich environment, which is enhanced with books and songs. The childminder provides opportunities for the children to use their own words and sounds. This helps them to become confident communicators, able to describe their play and voice their feelings and opinions. Children are encouraged to develop good social skills and manners. They share and take turns with resources, as the childminder models good behaviour. Children receive lots of praise and encouragement for their positive behaviour, which results in them being calm, confident and well behaved.

The childminder is passionate about all children understanding the differing needs of others. She shares her ideas with the children and provides lots of resources to represent children with special educational needs and/or disabilities (SEND), such as a figure in a toy wheelchair. Children benefit from well organised and accessible resourcing which encourages them to make independent choices. This is enhanced by the childminder's quality interactions with them, which results in children being well-motivated learners.

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

- The childminder provides a varied selection of healthy, home-cooked meals. She provides new healthy choices alongside the children's favourite foods, to extend and improve their diets.
- Children are well behaved and show consideration for others. When a child coughs, their friend is heard to say, 'Excuse you!', without prompt. The environment is calm and engaging, and children are learning to become good citizens.
- The childminder knows the children well and has ambitious intentions for their learning. She adapts her practice to offer all children equal learning opportunities. Children can build on their learning and achieve their next steps. However, the further development of mathematics is not yet fully in place.
- Children benefit from the childminder's love of reading and books. Stories are repeated to secure children's vocabulary, with children responding to their favourite pages. 'That is a hot oven,' a child tells the inspector, as she listens to the story of The Gingerbread Man. The childminder uses Makaton naturally, which helps children to become confident communicators.
- Parents state that their children do well in this warm and welcoming setting.

They feel well informed of their children's development and achievements, through face-to-face contact and social media accounts. Parents know how to support and extend learning at home. Parents say the childminder is empathetic to the emotional needs of children and their families. Children have a strong sense of belonging. However, the childminder does not yet have any process of collecting feedback from parents, to influence reflective practice.

- The childminder shows a commitment to learning. She has completed all statutory training, and other learning to extend her practice, such as forest school training. Networks with other childminders offer further learning support and sharing of ideas, and she also accesses help and advice from her local authority. The childminder has an extensive knowledge of SEND and is confident in her understanding of the support available.
- Children have opportunities to be physically active. They spend time in the outdoor area, which is wheelchair safe and accessed by a ramp. There is a good selection of outdoor resources, including wheeled vehicles and slides, to promote physical development and confidence. Children go out into the local area, including the park and farm, extending their knowledge of the natural world. They enjoy playing with natural resources in the outdoor area. However, there are fewer natural resources indoors to support children in learning about nature.
- British values are evident in this setting. The childminder provides children with opportunities to be included and to celebrate important events. There is a display area where children can look at books and resources to learn about current events. They talk confidently about these and ask the inspector, 'Will you be Queen?' Children learn about life in modern Britain and extend their understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse, including radicalisation. She understands her role and responsibility to keep children safe and healthy. She knows the actions she should take if she has any concerns, and the support that external agencies can offer. The childminder completes all mandatory courses and has recently updated her first-aid training. She completes regular risk assessments for all areas of her home. This ensures the safety and well-being of the children. She promotes safe behaviour through her role modelling and guidance.

What does the setting need to do to improve?

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

- extend opportunities to develop children's mathematical skills as they play
- review the provision of natural resources throughout the setting, to support

those children who prefer to play indoors

- develop the collection of parents' feedback and use the information gained to promote reflective practice.

Setting details

Unique reference number	2560567
Local authority	Bradford
Inspection number	10225953
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in a suburb of Bradford. She operates term time only, from 7.30am until 5.30pm, Monday to Thursday, and from 7.30am to 3.30pm on Fridays. The childminder holds an appropriate childcare qualification at level 3.

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 childminder and has taken that into account in their evaluation of the setting.
- Parents shared their views on the setting through written feedback.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to 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.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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