

Childminder report

Inspection date: 23 August 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's laughter fills the air at the childminder's house. They enjoy cuddles with the warm and loving childminder. Children are happy and confident to explore the toys. They enjoy communicating with the childminder, as she gives them her full attention. Children feel at home, and they are confident to pour themselves or the childminder a drink of water. They run outside to play on the swings, or fill buckets with water and splash in puddles which they have made. Children share and take turns on the slide, supported by the patient childminder.

Children love exploring and remember trips to Eureka, or going for ice cream. The childminder reads stories which have been chosen by children at their trip to the library. This helps children to build a love for stories, and helps them to develop confidence in social situations. The childminder role models good behaviour and respect for each other. She shows children how to play together and listen to other's views. Children talk about how they are feeling when sharing a book together. They enjoy their time with the childminder. Children learn independence skills, and feel nurtured by the childminder. All parents are positive about the childminder. They feel as welcomed as their children are.

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

- The childminder is ambitious, and has a passion for providing high-quality care. Her values and procedures aim for good-quality education for all children. The childminder reads and reflects on her setting, using information to change her practice. She ensures that she understands what she is reading to make improvements to her work.
- Children have plenty of experiences and opportunities to raise their understanding of the world. For instance, they enjoy activities in the setting, such as creating an ice-cream shop, and go on trips to the local parks in Bradford.
- The childminder is very knowledgeable about children. She knows where they started in their development, what they have achieved and their next steps in learning. However, when the childminder plans activities, she does not always give opportunities to practise what the children have learnt, to fully consolidate their learning.
- The childminder role models good communication skills. She listens to children very well and responds to their needs. She reads stories well, creating excitement and interest for children.
- The childminder has a clear approach to behaviour management. She explains her expectations and gives children time. This helps children to work out how to resolve any disagreements. However, at times, the childminder does not consistently explain to children how the behaviour makes other children feel.

- Children listen and respond to the childminder very well. They follow instructions and complete tasks well, demonstrating an understanding of vocabulary and routines.
- Children have lots of opportunities to build their independence skills. This is consistent in the childminder's curriculum. Children help to set the table for lunch and serve themselves snack.
- Children have healthy snacks and meals throughout the day. They have lots of opportunities for outdoor physical play, such as rolling balls down the slide. Inside, children develop their fine-motor skills using natural resources. Children work out how to get resources out of containers.
- The childminder promotes equality and inclusivity. She encourages children to feel valued and unique. This helps children to engage with activities. The childminder gives her attention to each individual child. For example, she slows down a planting activity so that every child experiences putting seeds into the soil.
- The childminder has excellent links with support systems in the local area, such as the family hubs and the Bradford Council network. She also makes relationships with the nursery that children attend. The childminder reads literature that is relevant and supports her work.
- Partnerships with parents are strong. They speak very highly of the childminder and the support which she has provided for their children and themselves. Parents comment that the childminder offers them many visits to settle their children in, and spends dedicated time building attachments with them. They feel that she has had a positive impact on their children's lives.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has very good understanding of safeguarding procedures. She knows what to do if there are any concerns. The childminder understands the importance of her role in safeguarding children. She has considered her approach to safeguarding. The childminder ensures that children are safe and secure. She has very good knowledge of children and their families. This means that the childminder can identify any changes that may mean families need support. The childminder has made changes to her home so that she can keep children safe.

What does the setting need to do to improve?

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

- provide more opportunities to practise and consolidate children's learning in planned activities
- reflect on how to support children to understand the impact of their behaviour on others.

Setting details

Unique reference number	2563804
Local authority	Bradford
Inspection number	10225955
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 4
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 the Wibsey area of Bradford. She is open all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Laurafay Muranka

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 showed the inspector 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 spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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