

Childminder report

Inspection date: 10 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children excitedly explore this home-from-home family environment with confidence. They make independent choices in their play and select from the wide range of resources and activities available. For example, children use wooden planks and tree stumps to build slides for racing cars. Younger children enjoy playing in the sand and water. The childminder builds positive relationships with the children in her care. They feel secure and build strong bonds with her and the other children in the setting.

The childminder makes learning experiences fun for children. She acts as a positive role model and challenges them during play. Children enjoy well-planned outings that allow them to have real-life experiences. For example, they go on walks to visit their local library and park. Children often attend local play centres, where they learn to interact with other children and take part in group activities. As a result, children develop their social skills and a positive attitude to learning.

The childminder promotes children's healthy lifestyles. For example, children learn to wash their hands before eating, and have daily opportunities for outdoor physical play. They learn about the importance of oral hygiene and how to look after their teeth. The childminder prepares healthy and nutritious meals and snacks each day.

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

- Children develop a love of books from a young age and this is a particular strength in this setting. The childminder understands the importance of sharing stories, and provides a wide range of books for children to explore. Children visit the local library and choose books to bring home. The childminder reads with enthusiasm and animation, and involves children in the story. This encourages them to understand that print has meaning and the way in which books and stories work.
- The childminder is a good role model for behaviour. She manages behaviour well and uses clear boundaries with the children. For example, she gently reminds children to say 'please' when they ask for something. Children behave very well. They play together with their friends, and are learning to share and take turns. The childminder offers children meaningful praise for their achievements. This helps to develop their confidence and self-esteem well.
- The childminder has a good understanding of how children learn and develop. She uses children's interests to create play that they enjoy. For example, during imaginary play, children learn about doctors and how they help people. The childminder plans fun and challenging activities to deepen children's knowledge and understanding. This allows children to make good progress in their learning

and to show readiness for their next stage of development.

- The childminder offers children lots of opportunities to develop their early mathematical skills. She supports them to understand and use mathematical words as part of their play. For example, children count the number of wooden pegs they attach to the paper hedgehog. Younger children learn about capacity as they fill and empty buckets of sand, using spades.
- Overall, the childminder promotes children's language skills very well. Children are confident to share their views, as they have conversations with the childminder. She models clear words and corrects children if they mispronounce them. However, the childminder does not always give younger children time to respond to her questions.
- All feedback received from parents is very positive. They comment that the childminder offers children lots of experiences outside of the home. They say that children love coming to the childminder's and feel happy and safe in her care. Parents are kept well informed about the progress their children make, through daily conversations and photos. The childminder suggests ways that parents can support their children's next stages of learning at home.
- The childminder shows a genuine enjoyment of her work. She reflects on her practice and evaluates the effectiveness of her provision well. The childminder has a positive attitude towards her professional development and regularly completes training courses. For example, she has recently completed training in dental hygiene, which she shares with children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to keep children safe. She is aware of the signs of abuse and neglect. The childminder can talk with confidence about what she would do in a range of scenarios. She understands wider areas of safeguarding, including female genital mutilation and the 'Prevent' duty. The childminder has a secure knowledge of the procedures to follow in the event of any concerns about a child. She ensures that she keeps her knowledge up to date with safeguarding training. Children are supervised well. The childminder understands online safety with children.

What does the setting need to do to improve?

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

- allow younger children sufficient time to answer questions more consistently, to further improve their early language skills.

Setting details

Unique reference number	2579792
Local authority	Bradford
Inspection number	10250977
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	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Baildon. She operates Monday to Friday from 7.30am to 6pm during term time only, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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.
- A joint observation was completed by the childminder and the inspector, indoors, during a planned activity.
- The childminder spoke to the inspector about her intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.

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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