

Childminder report

Inspection date: 31 October 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 develop strong bonds with the enthusiastic and caring childminder. They look forward to their time with the childminder and feel safe in her homely setting. The childminder recognises that some children need extra support to develop their social skills following the COVID-19 pandemic. Therefore, children attend weekly sessions at local playgroups with the childminder. This helps them to build relationships, make new friends and grow in confidence.

Children receive many opportunities to learn outside. They go for daily outings and walks to build their stamina and stay active. Children's large-muscle skills grow as they play in the playground or splash in puddles. They develop their small-muscle skills as they use tweezers to pick up objects. Children concentrate for long periods as they hammer golf tees into pumpkins. They use cookie cutters to create shapes on pumpkins to make Halloween lanterns. Children feel proud when they finish a task and say, 'Look, I did it!'

The childminder provides opportunities for children to count and use mathematical vocabulary. For example, children count their toes as they take their socks on and off. They learn about positional language, such as 'next to', as they shine a torch around the room and explore shadows. Consequently, children develop their mathematical knowledge as they learn and play.

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

- The childminder is passionate about ensuring that all children can learn to communicate. She teaches children sign language. The childminder uses picture cards to help children learn new words and widen their vocabulary. Consequently, children feel included and able to make their needs known. The childminder constantly engages children in conversation. Children learn to listen and respond. They ask meaningful questions. As a result, children develop their language skills rapidly.
- Children learn to be kind and polite to each other. The childminder talks to children about how their actions may make others feel. For example, she explains to children that their friends may feel sad if they take toys from them. This supports children in learning to share and take turns. Children take part in yoga sessions. This helps children to remain calm, focused and ready to move on to the next part of their day. As a result, children learn how to manage their own feelings and behaviours.
- The childminder speaks to children about how exercise is good for their bodies. She teaches children how to grow various fruits and vegetables in the garden. They then eat these during snack and mealtimes. This helps children to find out about how they can live a healthy lifestyle.

- Children are supported to take measured risks in a safe way. For example, under close supervision and with help, children carve pumpkins. The childminder teaches them how to use the carving kit safely. This helps to develop children's understanding of safety and responsibility.
- The childminder uses assessment tools, such as the two-year progress check, to identify areas where children may need further help. She works in partnership with parents and other professionals, such as health visitors, to support children with special educational needs and/or disabilities (SEND). When children need further support, the childminder plans appropriate next steps for their learning. She closely measures children's development and achievements. This ensures that children can continue to make good progress.
- Parents and carers speak highly of the childminder. They say that she provides excellent support in helping children to feel settled. Parents receive photos and daily updates about what their children have been learning. The childminder shares ideas and activities for parents to do at home with their children. This ensures a consistent approach in supporting children to achieve their next steps in learning.
- The childminder carries out mandatory training, such as acquiring first-aid and safeguarding qualifications. She evaluates her daily practice and has identified areas for development. However, the childminder has not yet undertaken any targeted professional development opportunities. This limits the improvements that can be made to raise the quality of the setting to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily risk assessments of the setting. She removes any hazards and checks that the setting is secure. This keeps children safe in the childminder's home. The childminder builds strong relationships with children and families. This ensures that she is alert to any safeguarding concerns. The childminder has a broad knowledge of wider safeguarding issues. She keeps her knowledge refreshed by reading updates from a range of sources. The childminder has clear procedures for how to handle safeguarding referrals. She understands the steps that she must take if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

- engage in targeted and focused professional development opportunities that will raise the quality of the provision to the highest possible level.

Setting details

Unique reference number	2591100
Local authority	Bradford
Inspection number	10251243
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bradford. The childminder provides childcare from Monday to Thursday, from 7.30am until 5pm, all year round, except for bank holidays and family holidays. She holds qualified teacher status at level 6. 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 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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder spoke to the inspector about how she supports children with SEND.
- 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.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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