

Childminder report

Inspection date: 30 November 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

The childminder provides a nurturing and caring environment for children. Children are warmly welcomed on arrival and separate from their parents with confidence. Children show they feel safe and secure in the care of the childminder. For example, they seek comfort from her when tired or upset. Children have access to a range of opportunities to develop all areas of learning. They enjoy regular outings to the park to feed the pigeons, go on nature walks to collect leaves and enjoy bus rides to the shops. These experiences increase their knowledge and sense of the world around them. Children are happy, settled and engage in purposeful play.

The childminder has high expectations of children's behaviour. Expectations are clear, and children learn to manage their feelings and behaviours. Children begin to understand what is right and wrong. The childminder promotes positive behaviour by modelling how to resolve conflict. For example, she teaches children to use words, such as 'no thank you', instead of using their hands.

In response to the COVID-19 pandemic, the childminder has developed her curriculum to support children's physical skills. She helps children to make healthy choices through discussions about their own bodies. Children confidently tell the inspector, 'Oranges are full of goodness,' and 'I'm exercising,' as they move and stretch their bodies. Children develop an understanding of healthy eating and exercise.

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

- The childminder knows the children well. She has a good knowledge of where children are in their development and what their next steps need to be. The childminder adapts the curriculum to the individual needs of the children. As a result, children make good progress.
- Interesting and engaging activities are planned to challenge children's abilities. Children show high levels of concentration and have a positive attitude towards their learning. They show determination and resilience during activities. For example, young children persevere with fastening a zip, using a glue stick and peeling sticky-back paper. Children take pride in their achievements.
- Children generally show good levels of independence. The childminder plans some opportunities for children to develop independence skills. They attempt to put their own coats on, fasten their zips and tidy up after themselves. Children learn new skills. For example, the childminder explains how to use a tube of glue to 'squeeze and spread', which children then do independently. However, children do not always have the opportunity to build on their increasing independence, for example during mealtimes. Further opportunities would

support children to be more prepared for school.

- The childminder encourages children to think about their previous learning. Through supported discussions, children recall past events and activities. This helps children to remember and apply previous learning to new activities.
- Children develop good communication and language skills. The childminder models new and more-complex language throughout her conversations. As a result, children speak confidently and use the new words in their play. For example, when playing in the sand, the childminder introduces the word 'massive' and reinforces this during their play. Children then use this word independently.
- Children develop an understanding of mathematical concepts. The childminder skilfully models the use of mathematical language, such as number names and shapes. She teaches children mathematical concepts, such as 'full' and 'empty', during activities. Promotion of mathematical language is strong.
- Parents speak positively of the childminder. They report that she is caring and has formed positive relationships with the children. Information about the children's daily needs is shared, along with what they have been learning that week. Parents feel well informed about their child's development.
- Effective settling-in arrangements ensure children settle quickly. The childminder collects relevant information from parents before a child starts, to ensure a smooth transition. The childminder uses the information gained to support learning, and she builds a trusting relationship with children. Progress checks for children aged between two and three years are completed thoroughly and shared with parents to discuss next steps. Any areas of concern are swiftly acted on.
- The childminder understands what she does well and what areas she needs to improve. She seeks out training opportunities. However, these are not specifically targeted to support children's learning, including to support children's early literacy skills, more effectively.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and secure within the setting. Daily risk assessments are completed to ensure the environment is safe for children. Children are taught how to keep themselves safe, for example telling others to 'stop' if they are doing something they do not like, and how to stroke the dog safely. Children are encouraged to tidy up after themselves and learn that it is important to sweep up spills 'so they don't slip'. The childminder has a good understanding of the signs and symptoms of abuse and how to report any concerns, including to the local authority designated officer.

What does the setting need to do to improve?

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

- plan further opportunities to allow children to continue developing their independence
- strengthen professional development opportunities to support children's early literacy skills more effectively.

Setting details

Unique reference number	2591363
Local authority	Bradford
Inspection number	10262816
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Keighley, Bradford. The childminder provides childcare from Monday to Friday, all year round, from 7.45am until 5.45pm. She holds an appropriate early years qualification at level 3. The childminder provides free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Miriam Caldecott

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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