

Childminder report

Inspection date: 27 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 enjoy their time immensely at this setting. They enjoy a wide range of opportunities to develop their physical skills. Toddlers like water play outdoors. They explore the water with their fingers and fill and empty containers. Toddlers repeat words, such as 'splash'. They listen to mathematical words in context, such as 'heavy' and 'full'. Toddlers fill containers and transport water to the outdoor kitchen sink. They show how they have noticed what adults do and imitate what they have observed. Older children join the play and talk about the freezing and melting process of water. They use their strong finger muscles to extract ice cubes from the moulds. Older children describe the ice as 'cold' and 'slippery'. The childminder has high expectations for children's learning and development.

The childminder is aware of the impact that the COVID-19 pandemic has had on some children's personal development. He supports children extremely well to follow healthy mealtime routines. Children also have great experiences to practise their social skills in a range of ways, such as when they visit local cafés. Their behaviour is excellent. Children listen to each other's views and ideas and demonstrate this as they play together. They show how they feel happy, safe and secure in the childminder's care.

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

- The childminder provides a broad curriculum that covers all seven areas of learning. He makes regular observations and assessments of children's development to ensure they make good progress. However, he does not always consider toddlers' individual interests when planning adult-led water play to help capture their full attention from the start.
- Children develop a deep understanding of people and families beyond their own. They learn about different cultures, faith and history. Children learn about events such as St David's Day, Ramadan and Eid. They also try a range of different food as part of these learning experiences.
- Toddlers fit rectangular shapes into a box. They show their determination to keep trying until they succeed. Toddlers patiently wait for their friends to have a go before taking their turn. They show excellent behaviour and respect for their friends for their young age. Toddlers have many opportunities to strengthen their hand-to-eye coordination, their small-muscle skills and their problem-solving.
- The childminder supports children's developing communication skills well. For example, he introduces children to new words as they play. Children enjoy stories and rhymes to enhance their early language and literacy development.
- Children have frequent opportunities to be active and learn about the world. They visit local parks, forests and riversides. They also go to places further

afield, such as science and industrial museums. Children go on bug hunts. They grow strawberries and beanstalks to understand how to care for plants they have grown from seeds.

- The childminder has secure attachments with children. He helps them to develop their emotional literacy. Children talk about how they may feel in certain circumstances, for example if they were to fall off their bike or if they feel scared during a thunderstorm. This helps children to label and understand their emotions and promotes their well-being exceptionally well.
- The childminder has good relationships with parents. Parents write that they feel reassured leaving their children in the childminder's care. They comment how they have seen their children develop and make progress in their speech, coordination and eating habits. Parents also write how they are happy with the varied ways that the childminder communicates with them. For example, he offers face-to-face meetings and uses online apps to share information about children's learning and development.
- The childminder has planned spaces to promote children's high engagement in play. Children take part in quality learning experiences. However, at times, the childminder does not consider the learning environment outdoors. For example, during water play, toddlers cannot always flow around the activity. Additionally, they cannot explore items independently as storage boxes are too deep.
- The childminder considers his professional development. He attends training and keeps his mandatory learning up to date, such as the paediatric first-aid course.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. He knows who to contact and what to do should there be a concern about a child's welfare. The childminder knows how to recognise possible signs and symptoms of abuse. He is also aware of other safeguarding issues, such as children's possible exposure to extremist views and opinions. The childminder is aware of the 'Prevent' duty guidance. He knows the procedure to follow in the event of an allegation against him or his co-childminders. The childminder supervises children closely as they play and makes sure that the home is safe and secure.

What does the setting need to do to improve?

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

- refine the planning of adult-led water play for toddlers and consider their individual interests to help capture their attention from the start
- consider the outdoor learning environment so that toddlers can flow around play and make choices about resources they may wish to use.

Setting details

Unique reference number	2599205
Local authority	Bradford
Inspection number	10243182
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 2020 and lives in the Idle area of Bradford. He operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder cares for children with two other registered childminders.

Information about this inspection

Inspector

Jane Tucker

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.
- The childminder showed the inspector the premises and discussed how he ensures they are safe and suitable for children.
- The childminder spoke to the inspector about the curriculum and the impact this had on children's learning.
- Parents shared their written views, and the inspector took account of their comments.
- Children spoke to the inspector during the inspection.

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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