

Childminder report

Inspection date: 29 January 2025

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 is a kind, patient, knowledgeable and passionate practitioner. She establishes wonderful relationships with the children, committed to ensuring that children feel valued, listened to and welcome. Using her knowledge of how children learn, she plans activities that follow children's interests and challenges them. Children make good progress in their learning across different areas, for example, learning to subtract by singing songs that involve taking objects away. They use props to act out certain parts of a familiar book, pointing 'up', 'down' and 'around', gaining an awareness of positional language. The childminder helps children to recognise and manage their emotions. She takes great time and care to label their feelings and promote acceptance and tolerance. Children's behaviour is very good and any small disagreements are resolved calmly and effectively.

Activities and resources that are used each week are carefully sequenced. The childminder helps children to build upon their current level of knowledge, to consolidate their learning and then to extend this further. Developing children's communication and language skills is a key focus of her provision, with parents commenting on how well their children's language skills have developed since starting at the setting. The childminder shares stories in an animated and engaging way. Children are absorbed, carefully listening and joining in with action songs. She introduces new vocabulary, and children are confident communicators.

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

- Through careful planning, the childminder offers a wide range of activities and learning opportunities for the children. They demonstrate good manners and a wonderful togetherness as they work collectively to tidy up and also find resources for their friends. The curriculum is ambitious and helps children to learn about their local community. However, the childminder has not considered how she can help children to learn about diversity and the differences between themselves and others, including different cultures and religions.
- Children with delays in their learning are well supported through timely and effective input by the childminder. She builds strong relationships with the children, who trust her and see her as a source of comfort. The childminder talks to them about their feelings and supports them to regulate when their big emotions become overwhelming.
- Stories and rhymes are a key aspect of the provision, and children are attentive listeners. They laugh and squeal with excitement as they join in with a familiar song, dancing and mimicking movements of different animals. The childminder is a wonderful play partner and role model, joining in with enthusiasm and positive energy.
- Challenging and appropriate resources that cover a wide range of aspects of

learning are available to the children. They develop fine motor skills through mark making, moulding malleable materials and using jugs to pour water.

- Children develop independent skills. They are encouraged and supported to complete tasks, such as removing their shoes and putting on slippers and hanging up their coat. Children practise tasks, such as pouring their own drink at snack time and selecting fruit to transfer onto their own plate. They show how capable they are, showing feelings of pride as they complete things for themselves.
- The childminder works closely with the local council, seeking advice and guidance as she continually reflects on her practice and seeks to learn about new ideas. She completes regular training to keep her knowledge current and ensures that she is implementing updates to the early years statutory framework.
- Parents speak very highly of the childminder and how they value and appreciate the support that she gives to them as well as their child. They explain how effectively the childminder communicates with them, sharing relevant information about their development and suggesting activities that they can do at home. This collaborative approach helps to accelerate their learning. Supporting parents is something that the childminder sees as a key aspect of her role and offers advice and guidance over a range of topics, such as establishing a routine, toileting and sharing stories.
- Robust health and hygiene routines are implemented well, and children pay attention to important details. For example, when washing hands, they wash in between their fingers. They learn about making healthy choices and eat a wide range of home-cooked foods that parents talk about positively. They comment about how their child will eat a wider variety of foods since joining the childminder's setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop a deeper awareness of the variety of religions and cultural differences to help children to reflect on their differences and understand what makes them unique.

Setting details

Unique reference number	2703126
Local authority	Bradford
Inspection number	10372497
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	0 to 9
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Thornton area of Bradford. The childminder operates all year round, except for bank holidays and family holidays. She operates from 7.30am to 5pm on Mondays and Thursdays, and from 7.30am to 4pm on Tuesdays and Wednesdays. The childminder offers the government funded places for childcare. She has a relevant early years qualification at level 2.

Information about this inspection

Inspector

Jane Mumby

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with 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 childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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