

Childminder report

Inspection date: 2 October 2024

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 settle quickly at this warm and supportive setting. They build strong bonds with the childminder and look forward to spending time with her. Children demonstrate consistently positive attitudes as they play. For example, they display high levels of concentration as they roll out play dough. Children show they are developing good physical skills as they flatten the dough and cut it into small pieces. They delight at the different sensory smells, such as cinnamon, within it. Older children relish the opportunity to hammer nails into pumpkins. Children proudly show off their achievements to visitors.

The childminder plans a sequenced curriculum and evaluates activities and the progress children make. This helps the childminder to plan a curriculum tailored to children's individual needs. The childminder regularly observes children and closely monitors their progress. She identifies and addresses any gaps in children's learning swiftly. This means that all children are well prepared for their next stage of learning, including the transition on to school.

The childminder is a positive role model. She has high expectations and a focus on developing children's good behaviour from a young age. Children's behaviour is excellent. For example, even the youngest children join in with the tidy-up song and show their awareness of the routine.

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

- The childminder supports children to engage in role play. Children immerse themselves in re-enacting their own life experiences. For instance, they pretend to make cups of tea and serve them to their friends. The childminder introduces new words, such as 'plaque', when helping children to understand how they can keep their teeth clean. This helps children to build on their vocabulary and develop their communication and language skills.
- The childminder encourages children's mathematical development throughout the day. For example, she shows children the numerical value of their age on her fingers and supports them to copy her. This enhances children's mathematical understanding.
- The childminder helps children to learn how to care for animals. They learn to be gentle with the childminder's dog. This supports children to develop confidence around animals and to learn respect.
- Children stay on task for long periods and persist when activities are challenging for them. For example, they persist at tasks such as threading beads. The childminder introduces the concepts of counting and colour matching. This helps children to learn new skills.
- Children learn about the world around them. The childminder takes them on

daily trips to local places of interest, such as local shops, the airport and a farm. Children recall with delight the noise that the donkey made when they visited. This enables children to explore their local environment and promotes their interests.

- The childminder carefully considers children's handwashing routines. She has installed working taps in the children's play area. This enables children to wash their hands without having to leave the room. Children enjoy washing their hands and know they must wash them before eating. This promotes children's personal hygiene well.
- Children enjoy using tongs to pick up pasta in an autumnal activity tray and use scoops during water play. They develop their hand-eye coordination, such as through threading activities, which they thoroughly enjoy. This helps children to increase the strength in their fingers and develop the skills they will need for later writing.
- The childminder plans a variety of activities for children. Activities engage older children well. The childminder has recently begun to build a curriculum for babies and is passionate about offering the best support for them to make progress. Although the childminder has a good knowledge of child development, she has not focused her professional development to deepen her knowledge and skills of how to support babies' learning even further.
- There are strong relationships with parents. Parents say they are delighted with the childminder. They say how well their children are developing and cannot think of any 'hands safer' than hers. Parents believe that their children make good progress because of the experiences they receive with the childminder.

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:

- focus professional development to further develop knowledge of how babies learn, to enhance teaching to the highest level.

Setting details

Unique reference number	2756785
Local authority	Bradford
Inspection number	10349430
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 10
Total number of places	12
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Bradford. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and they both hold appropriate qualifications at level 6. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures 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 the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation during lunchtime.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024