

Childminder report

Inspection date:

29 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Babies explore an environment that has been adapted well, overall, to suit their developmental needs. For example, resources are low to the ground and easy for them to use. They enjoy playing musical instruments and listening to the loud and quiet sounds they make. However, older children's needs have not been provided for in the same way. They spend time playing with toys that do not extend their thinking skills, and take part in activities that provide limited challenge and extension to their learning.

Children's care needs are met, and the childminder has established relationships with all children. Those who are new to the setting are comfortable and happy within their environment. The childminder provides a safe space for children to explore. They get along well with others and have a positive attitude to the tasks on offer to them. Children behave well and do not show signs of frustration. They are kind to one another and happy to chat and approach others, including the inspector.

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

- Older children enjoy spending time in group activities, singing songs and recalling stories of their choice. However, some younger children become restless when they are expected to sit for long periods. Their concentration abilities are sometimes over-challenged. Generally, teaching is appropriate for children's learning. However, the childminder does not always establish what she wants children to learn during planned activities. She does not always suitably challenge older children and promote their thinking skills. For example, children are given few resources to choose from and told how to create a birthday card. Children develop limited skills and little conversation is encouraged during the activity. Nevertheless, children are proud when they achieve something, and older children have a go at writing their names on their work.
- The childminder reviews some aspects of her practice. She has completed mandatory training, such as paediatric first aid, to keep her skills updated in order to keep children safe. However, she has not identified professional development opportunities to improve other areas of her practice. There are some gaps in her knowledge about how to support children's learning effectively.
- Parents are informed of the experiences children have encountered during the day when they come to collect them. They are made aware of what food has been enjoyed and if they have had a sleep. However, the childminder has not established and maintained her own communication strategies to allow a two-way flow of information about children's learning needs or achievements.
- Older children often count during play and have opportunities to use contextual

language as they recognise shapes and sizes within play. Children enjoy handling books and joining in with action songs. They enjoy developing their imagination skills in the play kitchen.

- The childminder has created links with other settings that children attend. She passes any information on when she picks children up to ensure that any issues or assessments are shared. Children have opportunities to mix with other children from different settings and start to develop an acceptance of others. However, aside from learning about cultural festivals, children do not have opportunities to understand a wide range of differences people have.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has developed her knowledge of some wider safeguarding issues, such as exploitation and the 'Prevent' duty. She understands what to do in the event of a child protection concern, and she knows the signs and symptoms of child abuse. She has a policy in place for referring a child who may be at risk of harm. This is in line with local authority guidance. The childminder keeps her setting safe for children and parents to access.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
identify the development needs of children in order to challenge and extend their learning in all areas.	30/12/2021

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

- improve self-evaluation strategies to identify continual professional development needs
- enhance communication methods with parents to share information about children's learning
- broaden opportunities for children to learn about and respect other people's differences in their wider community.

Setting details

Unique reference number	302115
Local authority	Bradford
Inspection number	10208925
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 1994 and lives in the Great Horton area of 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 a co-childminder.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 inspector and the childminder had a learning walk around all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector sampled the childminder's documentation, including evidence of suitability and children's records.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- Parents' views were taken account of by the inspector.

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 2021