

Childminder report

Inspection date: 25 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy spending time at this setting. They show they feel safe and comfortable. Children enjoy cuddling up to the childminder on the sofa and go to her for comfort. The childminder has a dedicated playroom. She plans this to allow children access to a range of resources that cover all areas of learning. Children confidently ask the childminder for toys that may not be readily accessible. For example, children ask for their favourite sorting activity. They become engaged in sorting the various coloured toy dinosaurs into coloured dishes. This also supports their understanding of early mathematical concepts. The childminder supports children's early mathematical skills. For example, she embeds counting and mathematical language into stories and children's play.

The childminder has high expectations for each child and knows how best to support them. She plans a range of indoor and outdoor experiences to support each child's next stage of learning. The childminder has a good understanding of child development. From her experience, the childminder can recognise when children are not meeting developmental milestones. As a result, the childminder can seek out specialist support when necessary. Children are exceptionally well behaved. The childminder has realistic expectations of children's behaviour. For example, when young children stand on the sofa, she gently reminds them to sit down. This ensures that children understand what is expected from them.

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

- The childminder instils good hygiene habits in children. For example, she encourages children to get a tissue to wipe their own nose. The childminder then asks children to ensure that the rubbish goes in the bin. Children wash their hands independently. This also supports their independence skills.
- The childminder forms strong links with parents. She shares newsletters with parents to inform them about what she is doing each term. These include ideas of how parents can support their children's learning at home. The childminder provides updates to parents throughout the day via messaging apps. Parents say the care is 'excellent' and there is good communication from the childminder. The childminder works closely with parents to complete assessments, such as the progress check when children are aged between two and three years. This helps to involve parents in their child's progress.
- The childminder places a strong focus on books and stories to support children's communication and language. She takes time to teach children about different features of the book, such as the contents page. The childminder reads stories that are engaging, and she includes fiction and non-fiction books. However, at times, the childminder asks a lot of questions without always giving children the chance to think and respond.

- Children's safety and well-being are top priorities for the childminder. She ensures that she conducts risk assessments inside and outside of the home. The childminder uses trips to teach children about keeping themselves safe. For example, she teaches older children how to cross the road safely. Younger children learn to hold the pushchair while out and about to keep themselves safe.
- The childminder is spontaneous and plans activities that follow children's interests. She adapts these throughout the day. For example, the childminder sets up a farm set to follow on from children spotting a chicken while on a walk. This allows children to use their imaginations to replicate what they have seen in real life and opens discussions to further support their communication and language.
- The childminder works closely with other professionals. For example, she liaises with staff from nurseries that children also attend. This enables her to share information about children to support their learning and ensures that children's learning is consistent across the settings. The childminder makes sure that children are well prepared for their next stage in learning, such as school or pre-school.
- The childminder evaluates her own practice. She collects feedback from parents and uses this to evaluate her practice. The childminder completes regular safeguarding training to keep her knowledge up to date. However, she has not consistently completed a wider range of training to develop her practice and knowledge even further.

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:

- allow even more time for children to think and respond to questions to further support and extend their language and thinking skills
- complete a wider range of training to strengthen skills and raise the quality of education even further.

Setting details

Unique reference number	302326
Local authority	Bradford
Inspection number	10355008
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 1989 and lives in Moorhead, Shipley. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded care and early education.

Information about this inspection

Inspector

Amy Whiting

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 setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector viewed feedback provided by parents 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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