

Childminder report

Inspection date: 7 August 2025

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

The childminder is kind and caring. Overall, she uses her experience and knowledge about child development to create an interesting and challenging curriculum and learning environment. For example, the childminder uses a wide range of learning packs that she has developed to help support children's learning in a targeted way. This includes encouraging children to place pegs onto coloured pictures of socks to help them to strengthen their fingers ready for writing.

Children's well-being is of paramount importance to the childminder. She pays specific attention to their individual needs. The childminder gives children consistent encouragement and support to help them to feel valued and nurtured. Children approach the childminder for a cuddle and sit on her knee to share a story. The childminder is animated and engaging when reading. Children laugh as they name items they can see on the pages.

The childminder has high expectations and all children make good progress in their learning. She supports children with special educational needs and/or disabilities (SEND) well in her inclusive practice. Children's behaviour is very good. They cooperate and take turns with minimal support. Children learn to be independent and are confident to have a go at different activities.

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

- The childminder is reflective of her practice and continues to develop her provision, incorporating new ideas. She has made recent improvements to her indoor provision, which is carefully designed to help children access different areas of her curriculum. For example, the childminder sets up multiple large trays with resources to promote children's mathematical development. This allows children the freedom to move between them while remaining focused and active in their learning.
- The childminder plans activities to engage children and help spark their curiosity. For example, children recently observed the life cycle of ladybirds first hand, watching them change over time. They discussed the different stages of their life cycle and learned new vocabulary, such as 'larva' and 'pupa'. However, during school holiday periods, the childminder does not implement the curriculum as effectively. For example, when older children are present, the childminder does not plan activities precisely around younger children's steps in learning. This means that children attending all year round do not always receive a high level of early education consistently throughout the year.
- Children are independent in various ways and wait patiently when required. For example, when lining up to wash their hands, they chat excitedly with each other before washing their hands and sitting at the table for snack. Children

choose which of the wide range of fruits to eat, asking politely for extra helpings of their favourite ones. Conversations happen spontaneously, with children talking to each other and singing their favourite songs.

- Parents and carers speak with great warmth about the care their children receive. They talk about how well the childminder communicates with them and provides information about the activities their children have enjoyed. The childminder offers advice about supporting children to access a healthy diet. This is appreciated by parents, who are thankful for the partnership working and support provided. Parents are pleased that the childminder takes their children to visit local amenities, such as local parks and landmarks, so they learn about the area which they live in.
- The childminder is well organised. She completes the required assessments in detail, demonstrating her understanding of the developmental stages young children progress through. The childminder identifies gaps in children's learning early and puts plans in place to help close them. Overall, children are working in the developmental stages typically expected for their age.
- Links with other professionals are strong. The childminder attends regular training to keep her knowledge current. She makes referrals to other professionals to seek support and advice for children who need extra support. The childminder supports children's transitions to school well through visits to their new setting. This helps children to have a greater understanding of their new setting or school.
- The childminder supports children's early literacy skills well. She provides mark-making tools in different parts of the setting. Books are accompanied by puppets, so that children can retell familiar tales. This also encourages children's imaginative play by allowing them to create their own stories, and it helps them to develop a love of books.

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:

- strengthen knowledge of how to implement an ambitious and sequenced curriculum more consistently throughout the year.

Setting details

Unique reference number	302407
Local authority	Bradford
Inspection number	10399837
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 12
Total number of places	12
Number of children on roll	16
Date of previous inspection	17 December 2019

Information about this early years setting

The childminder registered in 1999 and lives in Thornton, Bradford. She works alongside her husband, who is also a registered childminder. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 6. The childminder provides government funded childcare.

Information about this inspection

Inspector

Jane Mumby

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 their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how she supports children with SEND.
- The inspector observed the interactions between the childminder and children.
- 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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