

Childminder report

Inspection date: 17 December 2019

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 works alongside her husband as a co-childminder. They have created a safe and welcoming environment for children to explore with ease. Children are happy and confident. The childminder has high expectations of what children can achieve and monitors their progress effectively. She swiftly intervenes, by consulting with parents and other professionals, when she feels there is a delay in children's development. Some children have attended the childminder's home since they were babies and have formed closed bonds with her. As a result, they show secure emotional well-being. Families feel valued and well involved in their children's care and learning.

Children enjoy reading and singing, and, in general, are well supported with their speaking skills. The childminder enjoys keeping herself updated with changes to requirements and broadening her child development knowledge. She reflects on, and improves, most areas of her practice. Children are well behaved and show good social skills towards each other. They use manners when asking for items and voice their opinions with confidence. Should any minor disputes occur, the childminder helps children to manage their feelings and understand how their actions may impact on their friends. The childminder broadens children's awareness of their diverse community. For example, they play with a variety of multicultural toys and visit toddler groups where they can socialise with different people. In addition, they learn about lots of different festivals. They currently have the opportunity to retell the Christmas story using puppets.

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

- The childminder makes herself aware of children's backgrounds and starting points in learning when they join her setting. She uses this information to plan activities and gather resources she feels will be of interest to them. This helps children to settle into her care and become emotionally secure and confident to learn. The childminder is passionate about giving children the skills they need to develop the ability to learn in a positive way. She wants all children to have the best start in early education and to take these skills into their future learning.
- The childminder encourages children to take home 'story bags' containing a book and a cuddly toy to promote their reading at home. She helps parents to continue their children's learning and literacy skills at home. Children are motivated to join in songs and rhymes with the childminder.
- Children have the opportunity to explore the outdoor area and are taken on outings to broaden their experience of the wider world. They have a large outdoor space and climbing apparatus to help extend their physical skills. In addition, children are encouraged to stand while at the activity table to develop core strength and movement within their play.

- The childminder works consistently with parents to share and gather information about their children. She keeps them informed of their children's progress and learning themes in her setting through her social media site and daily conversations. Parents comment highly on the care that their children receive and the support that the childminder offers them. The childminder works with other professionals when required and where possible. For example, she shares information with children's health visitors about the progress check for children aged between two and three years.
- The childminder takes part in online training and forums to share and receive ideas for good-practice development. She is experienced and knowledgeable about the way children learn. However, occasionally during play, children are not given sufficient interaction or encouragement to engage in any learning. For example, children who are disengaged in play are not consistently given different toys or offered new play ideas to spark their curiosity again.
- Although children's communication and language skills are improving, the childminder sometimes misses opportunities to model a wide range of vocabulary. In addition, her questions to children are sometimes not thought provoking. This means children answer with a one-word response.
- On the whole, children receive a high standard of care. Babies, generally, are exposed to resources to stimulate their senses. Their care needs are well supported and older children are encouraged to take part in self-care routines, such as putting their coats on. Children are encouraged to eat a wide variety of healthy and home-cooked food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of the range of abuse that could happen to a child. She understands the signs and symptoms of potential welfare concerns and other child protection issues, such as those of extreme behaviours. The childminder is secure in the procedure to follow if she has a concern for a child's welfare. She has maintained a current and valid first-aid certificate. In addition, the childminder has passed a certificate for her kitchen and practice in the correct preparation of food. She follows robust hygiene, safety and safeguarding procedures in her home to ensure the safety and well-being of all children.

What does the setting need to do to improve?

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

- enhance teaching strategies to improve all children's opportunities to interact with their play and learning
- model clear language consistently and ask children questions that enable them to think and develop their communication skills.

Setting details

Unique reference number	302407
Local authority	Bradford
Inspection number	10072771
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	12
Number of children on roll	21
Date of previous inspection	3 February 2016

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 for 48 weeks of the year from 7.30am to 5.30pm, Monday to Friday. She holds an appropriate qualification at level 6. The childminder provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the co-childminder and childminder at appropriate times during the inspection.
- The inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years curriculum is organised.
- The inspector observed the quality of education delivered during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through written feedback provided.

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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