

Childminder report

Inspection date: 15 May 2023

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 have strong attachments to the childminder, who is kind, caring and knowledgeable. They approach her for a cuddle or sit on her knee to enjoy a story together. Children laugh and smile during different activities and show how settled they are and that they enjoy attending the setting.

Overall, children's language and communication skills develop well, and they enjoy joining in with songs and nursery rhymes. Young children join in with different actions, such as making a fin shape with their hands or putting a finger to their lips and making a 'shhh' sound. The children eagerly anticipate parts of familiar songs by getting to their feet and jumping happily while the childminder claps.

Children are confident and capable communicators who are able to make their wants and needs known. They point to indicate they would like to use the mark-making tools and paper. The childminder is very in tune to children's individual needs and observes them closely so that she can meet their requests promptly.

Children enjoy varied and interesting outdoor activities. They walk to a local viaduct and look at the peacocks and chickens, and they visit the local supermarket to choose foods for snack and lunch and enjoy trips to the park.

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

- Children's behaviour is good. They are aware of the expectations of the childminder in terms of sharing and taking turns. The childminder has high expectations for all children and knows how to help each of them to make progress in their learning.
- Children learn to be independent in many different ways. For example, the childminder encourages them to put on their own shoes and coats, self-select resources and eat independently.
- The childminder provides indoor and outdoor environments that are well equipped with age-appropriate resources. Children can choose what they want to play with and for how long. This helps them to become confident in making choices in everyday life.
- Parents speak very highly of the childminder and say how much their children enjoy attending the setting. They feel that their children are in a safe, caring and supportive setting. The childminder shares relevant information with parents about their child's time with her. She uses different methods to give regular updates about their development.
- The childminder helps children to be accepting of each other and to respect their differences. However, she has not fully considered how she can help children to develop a deeper understanding of different cultures and backgrounds of others,

to support their learning even further.

- The childminder focuses part of her curriculum on supporting children's communication and language development. She engages children in conversation at every opportunity and encourages them to discuss things that have happened outside of her setting. This includes talking about their time at nursery and on a recent family holiday. The childminder helps to increase children's vocabulary by introducing new words. However, she asks children too many direct questions and then asks them a follow-up question without giving them time to answer.
- The childminder has high overall expectations for each child. She consistently encourages children to work together, to share and to respect each other's rights.
- The childminder supports children's early mathematical skills, for instance, by counting different objects in the home. These include steps up to the first floor, pens that the children are using to draw circles, lines on paper and different objects shown in pictures from a book. Children listen carefully and are developing an understanding that numbers represent how many are in a set.
- The childminder is very focused on safety. She helps children to develop an awareness of danger through engaging in climbing activities and helps children to identify and manage their own risks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility and places great importance on keeping children safe. She has a good understanding of various aspects of safeguarding and child protection. The childminder has increased her knowledge of child protection issues, including witchcraft and breast ironing, by completing training modules. This helps to keep her knowledge up to date. The childminder knows the signs and symptoms to look out for that may indicate a child is being abused and knows the correct process to follow should a case require reporting.

What does the setting need to do to improve?

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

- help children to develop a deeper understanding and appreciation of diversity
- give children more time to answer questions before asking them another, to fully support their communication skills.

Setting details

Unique reference number	302471
Local authority	Bradford
Inspection number	10285346
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 October 2017

Information about this early years setting

The childminder has been operating since 1991 and lives in Bradford, West Yorkshire. She provides care all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jane Mumby

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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.

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