

Childminder report

Inspection date:

6 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

Children develop their self-esteem and confidence as they receive regular praise from the childminder throughout the day. They behave extremely well and share resources, for example when they pass their friend the glue spreader. They demonstrate that they are developing good concentration as they use the scissors to cut out the snowman to add to their picture.

Children settle well when they arrive. They develop strong relationships with the childminder and each other. They are keen to share their experiences and involve the childminder in their activities. Children's physical development is supported well. Children have daily access to fresh air as they go on walks, visit the park or play in the garden. They are involved in decision-making as the childminder asks them what they would like to do after lunch.

Children show increasing levels of involvement as they focus on their play for long periods of time. Children show their developing imagination as they play with small world figures and animals. They begin to make up stories as they take the figures for a ride on the horses. They show they are keen to explore as they pick up the binoculars to look at and identify things they see in the garden.

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

- The childminder has a good understanding of the early years foundation stage. She regularly and accurately tracks children's progress. She understands what children know and can do, and plans activities based on children's interests. For example, children enjoy making pictures of frosty spider webs, following their interest in seeing these on a recent walk. The childminder provides a range of information to the other settings that children attend. This helps to promote a shared approach to supporting children's learning.
- Children develop their mathematical knowledge well. The childminder regularly challenges children to count during activities and children are keen to try. She shows them how to point to each object they are counting, to ensure they don't miss any. Children correctly count the animals on their picture or how many play people they have sitting on the bench during imaginative play.
- The childminder knows when to talk to children and when not to interrupt them in their play. She talks to children to encourage them to develop their listening and attention. However, at times the childminder does not fully promote children's language development and thinking skills. For example, some questions do not encourage children to use their imagination or recall past experiences.
- Parents comment positively on the care their children receive and how much their children have progressed. The childminder gathers useful information from

parents before children start. She uses this information to ensure she meets children's individual needs well. She provides ongoing information to parents, including newsletters, to let them know the themes children are learning about. She provides advice on activities parents can do at home so that there is a shared approach to supporting children's development.

- Children have a safe space to play in. The childminder risk assesses her home effectively and carries out daily checks to make sure safety controls are in place. She supervises children well and teaches them about safe practices, for example how to cross the road safely.
- The childminder supports some aspects of children's understanding of the world well. She takes children on trips to the farm to see the calves or to learn where eggs come from. However, some explanations are too short to extend their knowledge of the wider world. The childminder does not plan a wide enough range of activities to extend children's knowledge of different cultures and communities.
- Children learn about good routines of personal hygiene as they wash their hands. They show good independence as they put on their own soap, and the childminder describes how to wash their fingers and the backs of their hands. They understand the reasons behind good hygiene as they tell the inspector 'germs are not for sharing' when they put their paper towels in the bin.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she keeps up to date with relevant changes in legislation. She regularly completes training to refresh her understanding of a wide range of safeguarding topics. She is clear about her role in safeguarding children and has a good knowledge of the things to be aware of which may indicate a child is suffering abuse. She has procedures in place to document any concerns and share them with relevant agencies to protect children. There is a suitable policy in place, which she knows how to implement, to safeguard the children in her care.

What does the setting need to do to improve?

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

- enhance questioning to encourage children to think, use their imagination and improve their communication skills
- develop the curriculum to help children learn more about the world they live in and other people's cultures, similarities and differences.

Setting details

Unique reference number	302493
Local authority	Bradford
Inspection number	10117188
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 November 2015

Information about this early years setting

The childminder registered in 1997 and lives in Shipley. She operates all year round from 6.30am to 6pm, Monday to Thursday. She operates from 6.30am to 9am, and from 3.30pm to 6pm on Friday. She does not operate on bank holidays or family holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector
Duncan Gill

Inspection activities

- The inspector observed the interactions between the childminder and the children during their play.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked the safety of the premises. He looked at relevant documentation that the childminder uses to ensure the safety and welfare of the children.
- The inspection took account of parents' views during the inspection.
- The inspector discussed how the provider plans the curriculum to support children's learning.

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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