

Childminder report

Inspection date: 12 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, and they enjoy coming to the childminder's home. They show they feel safe and secure as they choose resources and initiate play with other children. Children are keen to learn. They are excited and clap their hands when they see the paints. They demonstrate that they know the primary colours. They learn how to make orange from red and yellow and to make purple from red and blue. Children concentrate as they carefully mix the paint and watch it change. They experiment with making marks, such as drawing lines with a brush and tapping the brush to make splodges. Children behave well. They learn to resolve conflicts amicably. Clear guidance helps them to understand right and wrong and the impact their behaviour has on others.

Children develop resilience as they persevere and try again when things do not work out first time. Frequent praise and encouragement from the childminder promote their confidence and self-esteem. Children learn good manners and are respectful and polite. They follow good hygiene routines and begin to manage their own personal care, ready for the move to school. They enjoy home-cooked nutritious meals that the childminder provides. Children benefit from a suitable range of experiences that broaden their understanding of their community. For instance, they meet up with other children at groups, visit the library and shop in the local community. Children learn about the wider world through stories.

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

- The childminder plans a curriculum that centres on children's interests and next steps in learning. Next steps are discussed with parents, as is children's progress at home. The childminder shares ideas with parents to continue children's learning at home, such as naming objects when passing them to a child to support language development. Activities are planned well to promote cooperative play and stimulate children's creativity and imagination. The childminder has thought carefully about the balance of adult-led and child-led learning and the use of indoor and outdoor environments to widen children's learning opportunities.
- Children are developing good communication and language skills. The childminder repeats words so that children hear them pronounced correctly. She models sentences for children who are using single words. For example, when children say 'bubbles', she says, 'You've got lots of bubbles there.' Children enjoy singing along to familiar nursery rhymes and sing spontaneously during their play. However, the childminder does not always introduce words to help children describe what they are experiencing and extend their vocabulary further. For instance, she explains how cotton reels 'roll' down a slope. She encourages children to experiment to see how other resources move, but does not introduce

words to describe their movement.

- The childminder promotes children's love of books. Children talk about their favourite stories, including 'The very hungry caterpillar'. The childminder encourages them to recall what happened in the story. She helps them make links in their learning. For example, some of the resources that they are using are fluffy like the caterpillars they have seen before.
- Relationships between the childminder and the children are strong. She sits with them throughout their play and is attentive and supportive towards them. She recognises when children are beginning to lose interest in activities and skilfully reshapes their play. For example, she shows them how to print patterns using paints and corks. As a result, children concentrate for long periods of time when activities interest them.
- The childminder supports children's understanding of early mathematics. She helps them to match colours. They make towers that are tall using building blocks. The childminder shows them some objects are bigger or smaller than others. The youngest children demonstrate their counting skills up to 10.
- The childminder demonstrates a secure commitment to her professional development. She shares ideas and good practice with a close group of local childminders. The childminder completes training and independent research to increase her skills and knowledge so that she provides good-quality care and education for children. However, the childminder does not seek the views of parents to support the evaluation of her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities to keep children safe. She knows the signs that indicate a child might be at risk from harm or abuse. The childminder knows the procedures to follow if she has any concerns about children's welfare. She regularly completes safeguarding training and independent research to keep her knowledge of child protection up to date. The childminder completes effective risk assessments to help keep children safe. She understands the importance of checking their use of the internet and access to age-appropriate material. The childminder teaches children how to assess risks for themselves, such as using large play equipment safely.

What does the setting need to do to improve?

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

- introduce children to an even wider range of words that help them describe what they are experiencing and build on their already broad vocabulary
- develop how parents' views can be gathered and used to support evaluation of the setting and the continuing drive for improvement.

Setting details

Unique reference number	302601
Local authority	Bradford
Inspection number	10271215
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 December 2022

Information about this early years setting

The childminder registered in 1997 and lives in the Wyke area of Bradford. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation.
- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- The children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about her professional development and about how she evaluates the provision.
- The inspector carried out a joint evaluation of an activity with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023