

Childminder report

Inspection date: 14 December 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

The childminder and her assistant provide a welcoming and nurturing environment for children. Children demonstrate they feel at home, as they confidently explore the activities on offer. Children develop strong attachments with the childminder and her assistant, which effectively supports their emotional development.

The enthusiastic childminder and her assistant put the children at the heart of everything they do. They plan and provide a varied curriculum for children to help them to build on their next steps in learning. Children have extremely positive attitudes towards their learning and maintain focus when involved in activities. For example, children are excited to learn about winter. They explore their senses using play jelly which represent snow and ice. Children learn about animals that live in cold climates, such as penguins and polar bears. All children make good progress and are prepared well for their next stage in learning.

Children behave well. The childminder and her assistant are very positive role models for the children. Children are becoming increasingly aware of the expectations for their behaviour and respond well to consistent routines, gentle reminders and clear boundaries. The childminder uses a gentle approach to remind children to share and take turns. She reinforces this by praising them for making the right choices.

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

- The childminder and her assistant know the children in their care very well. They gather detailed information from parents about what their children know and can do when they first start. This allows the childminder to tailor the curriculum to each child's individual needs and interests. The childminder uses her accurate assessment of children's progress to help her plan what children need to learn next. This prepares children well for their eventual move to school.
- Parent partnership is a real strength at this setting. The childminder builds and maintains positive relationships with parents and keeps them fully informed about their children's learning. For example, she shares information through learning books, photos and daily conversations. Parents say that they love the range of activities on offer and cannot recommend the childminder and her assistant enough.
- Children have many opportunities to learn about their local community and extend their experiences. The childminder plans regular trips outside of the home. For example, they visit the local nature reserve and enjoy walks along the canal to observe wildlife, such as ducks. Children regularly attend local play groups, where they develop their social skills with other children.
- Overall, children's communication skills are supported well. The childminder and

her assistant engage children in conversations and ask them questions to embed their understanding and extend their vocabulary. They introduce new words to the children and repeat back the correct pronunciation. However, at times, children are not always given enough time to answer the questions asked of them. Despite this, children make good progress with their early language skills.

- Partnerships with other professionals are good. The childminder and her assistant meet regularly with other childminders in the area to share ideas and to keep up to date with current practice. They also have positive links with the local early years support team who they share regular online meetings with. The childminder and her assistant value their professional development and ensure that all mandatory training is up to date. In addition, the childminder has signed up to complete training to further support her practice when caring for children with special educational needs and/or disabilities.
- Children learn about the importance of healthy lifestyles. They have access to outdoor play and fresh air each day. Children have opportunities to use larger play equipment at the local park and develop their physical skills. Oral hygiene is promoted well, and children are taught about the importance of cleaning their teeth. Children enjoy healthy and well balanced home-cooked meals each day and enjoy a variety of snacks, such as strawberries, grapes and banana.
- Overall, children are encouraged to be independent. For example, younger children confidently explore the resources and make choices in their play. However, on occasion, the childminder and her assistant are quick to do things for children, instead of allowing them to try and do things for themselves. For instance, preparing their snacks for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of the signs which could indicate that a child is at risk of harm. They engage in regular safeguarding training and ensure that their knowledge is kept up to date. The childminder and her assistants have a good understanding of the referral process and are aware of the local safeguarding partnership. They have a good knowledge of who to refer to if there is an allegation about themselves. The premises are safe and secure. The childminder and her assistant supervise children constantly as they play, both indoors and outdoors, and while they are eating.

What does the setting need to do to improve?

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

- provide opportunities for children to develop their independence skills even further
- allow children more time to speak and time to answer questions, to develop

their language and communication skills further.

Setting details

Unique reference number	320695
Local authority	Bradford
Inspection number	10317078
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	3 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2000 and lives in Bradford, West Yorkshire. She operates all year round from 8am to 5:30pm, Monday to Friday, except for bank holidays and family holidays. The childminder regularly works with an assistant, who is her husband. The childminder and her assistant have a relevant qualification at level 3. The childminder provides funded early education for children aged three years.

Information about this inspection

Inspector

Jennifer Cowton

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 showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder, her assistant and the inspector.
- The inspector observed the quality of the interactions between the childminder, her assistant and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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