

Childminder report

Inspection date: 21 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children flourish in this nurturing environment, where their happiness and development are paramount. The childminder enthusiastically joins in with children's play and provides quality interactions as she engages with them. She works hard to support children in their personal, social and emotional development. For example, those children who find it difficult to settle receive effective support, reassurance and encouragement from the childminder. Children are eager to participate in the rich learning experiences on offer, both inside and in the well-equipped outdoor area. Throughout the COVID-19 pandemic, the childminder has ensured that children have continued to access a wide variety of interesting activities. For instance, she developed her outdoor area to extend the range of experiences available to them.

Children behave well. They respond to the childminder's high expectations to take turns and share resources during play. The childminder consistently helps children to understand behaviour boundaries, such as remembering their manners and taking turns. They understand expectations for their behaviour, and they treat one another with kindness and understanding. The childminder is an excellent role model who promotes good behaviour and courtesy for others. Children receive meaningful praise for their achievements.

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

- The childminder knows children well and assesses their development accurately. Children make good progress in their learning and development. Overall, the childminder makes good use of the information obtained to provide a range of exciting activities and new experiences. However, at times, children are given lots of activities at once and do not know the aim of each activity. This means they do not always learn what the childminder intends.
- Children develop essential skills in readiness for pre-school. They are keen and motivated learners. The childminder has close partnerships with other professionals and promotes continuity of learning. For example, she gathers information from teachers on what children are working on at school, then plans her activities to support this.
- Partnerships with parents are strong. Parents speak positively about the childminder and their children's experiences at the setting. The childminder shares her observations of children's learning with parents. She works closely with parents to promote children's continuation of learning at home. Parents praise the level of communication they receive from the childminder about their children's learning and development.
- The childminder values and respects children's unique needs and individuality. She ensures that her practice is inclusive. However, children are not always

given the opportunities to explore the wider world around them, to better prepare them for life in modern Britain.

- The childminder reflects on her practice and evaluates the effectiveness of her provision. She is committed to her ongoing continuous professional development. The childminder regularly completes training courses to develop her knowledge and practice. For example, she has completed training to strengthen her knowledge around online safety, which she then shares with her families and children.
- The childminder's curriculum offers children opportunities to play and learn outdoors. The childminder knows and understands the benefits of outdoor play to promote children's physical and emotional well-being. For example, children are given plenty of play opportunities to jump and climb, helping them to strengthen their large-muscle skills.
- The childminder uses opportunities to extend children's mathematical understanding. For example, children are encouraged to count within activities, and to explore and understand size, quantity and positional language. This supports children's understanding of mathematical concepts effectively.
- The childminder provides children with a language-rich environment. She talks to them as they play with musical instruments. She gives them clear instructions and talks to them about what is happening, such as the different sounds they make. The childminder checks that children understand how to use new words appropriately. For instance, she asks them questions about what they are doing. This helps her to assess children's learning and provide them with new challenges.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to safeguard the children in her care effectively. She understands wider areas of safeguarding, including female genital mutilation and the 'Prevent' duty. The childminder has completed relevant training in safeguarding and is aware of her roles and responsibilities. She can talk with confidence about what she would do in a range of scenarios, and is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder develops children's awareness of staying safe. For example, she teaches them and their families about online safety.

What does the setting need to do to improve?

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

- ensure that the intended learning of planned activities is clear, to enable those activities to be shaped to the learning needs of children

- provide children with a wider range of opportunities outside of the setting, promoting their understanding of and respect for people, families and communities beyond their own.

Setting details

Unique reference number	502972
Local authority	Bradford
Inspection number	10117307
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	7 June 2016

Information about this early years setting

The childminder registered in 2001 and lives in the Clayton area of Bradford. She operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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 spoke to the inspector about their intentions for children's learning.
- A joint observation was completed by the childminder and the inspector, indoors and outdoors, during a planned activity.
- Parents shared their views of the setting with the inspector.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on 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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