

Childminder report

Inspection date: 17 May 2024

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

The childminder creates an inclusive environment where children enjoy their play and learning. Children have a positive attitude to their learning and are eager to join in activities. For example, they eagerly explore water play in the outdoor play area. The childminder supports older children's understanding of mathematical development. He encourages children to count and to understand capacity. For example, children learn about the concepts of 'full' and 'empty'.

Children clearly demonstrate that they feel safe in the childminder's home-from-home environment. They confidently separate from their parents and carers and welcome visitors into the childminder's home. The childminder knows children well and identifies when opportunities arise to follow their interests. For example, when roadworks start outside, he follows children's interests in the diggers.

Children have good opportunities to socialise with a larger group of children and develop their social skills, such as by visiting playgroups. Children acquire a good range of key skills in preparation for the next stage in their development and the move on to school.

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

- Children enjoy daily outings in the local community. For example, they go on walks to the local shops and parks. The childminder uses these opportunities to help children to have a good understanding of and respect for the wider community in which they live. Children learn about a variety of cultural festivals, such as Eid and Chinese New Year. This helps them to begin to understand about diversity.
- The childminder develops strong partnerships with parents. They speak very highly of the childminder and his friendly approach. The childminder gathers information about children's routines before they start and values parental contributions to children's learning. He shares information with parents about children's next steps in development.
- Children follow good health and hygiene routines. For example, they know that they need to wash their hands to get rid of germs before they sit down to eat. The childminder encourages children to be independent. For instance, children chop their own fruit for snacks and help to tidy up in preparation for lunch.
- The childminder regularly assesses the progress that children make in their learning and development. He is clear about what he wants children to learn next. The childminder plans an ambitious curriculum overall. However, he does not use opportunities as they arise to extend on younger children's learning even further.
- The childminder supports children's communication and language development.

He speaks clearly and holds conversations with older children. The childminder helps to extend children's vocabulary. For example, he introduces words such as 'rough' and 'smooth' as children play with soft balls. The childminder uses songs to develop children's language further.

- Children show great consideration for their friends. For example, they respond to the gestures of younger children and share their toys. Children enjoy imaginary play. For instance, they fill up the pretend fuel tanks in their cars in the outdoor play area. The childminder asks questions to help develop children's thinking skills. Children have opportunities to develop their physical skills. For example, they climb and play football in the outdoor play area.
- The childminder has a very good understanding of the importance of sharing information with other settings that children attend. This helps to support continuity in children's learning. For example, some children also attend a nursery, and the childminder shares detailed information with staff there about children's development.
- The childminder has a positive attitude to his role as a childminder. He completes mandatory training and discusses best practice with other childminders that he works closely with. However, the childminder has not focused his professional development to help raise his knowledge and the quality of education even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen interactions to enhance and extend younger children's learning even further during spontaneous play experiences
- use professional development to focus precisely on raising the quality of education and children's learning to a higher level.

Setting details

Unique reference number	958021
Local authority	Bradford
Inspection number	10335032
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	1 June 2018

Information about this early years setting

The childminder registered in 2001 and lives in Eldwick on the outskirts of Bingley. He operates all year round, from 8am to 5.30pm, Monday and Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works alongside two other registered childminders.

Information about this inspection

Inspectors

Kerry Holder
Jennifer Cowton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspectors 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 inspectors around the areas of his home used by children and explained how he supports children's learning and development.
- A joint observation was carried out by the childminder and the inspectors.
- The inspectors observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspectors through verbal feedback.
- The childminder provided the inspectors 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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