

Childminder report

Inspection date: 19 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident learners. They demonstrate strong attachments to the nurturing childminder. Children show that they feel safe and secure through the cuddles and interactions with her. They regularly invite her in to their play and proudly show off their creations and art work. The childminder offers children praise and encouragement that helps to promote their self-esteem. For instance, she is enthusiastic to hear about the marks children make as they draw pictures using pens on a whiteboard.

The childminder works closely with a co-childminder to regularly observe children and identify what they need to learn next. She offers support to children who are learning how to manage their own feelings and behaviours. For instance, she offers positive distractions and helps children to understand any impact on others. Children show respect towards others and use good manners, such as 'please' and 'thank you'. Children benefit from an ambitious curriculum that helps them to prepare well for their eventual move to school. The childminder skilfully supports children to use mathematical language as they play. For example, children play matching games, sort, count and estimate. She asks well timed questions to help children to develop their thinking skills.

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

- The experienced childminder's teaching is strong and on occasions, is outstanding. She provides exciting story times for children and skilfully builds on children's communication and language skills. She is enthusiastic as she reads familiar stories. Children sit together and show high levels of interest. The childminder introduces descriptive words as she reads about different foods that the character refuses to eat. She engages children in conversations about their own food preferences. Children answer 'strawberries', 'cucumber' and 'watermelon'. Furthermore, children talk to the childminder about what 'Rory' the pet rabbit likes to eat.
- Children develop excellent physical skills. The childminder takes children on regular outings, including trips to the park and the local library. Children benefit from healthy picnics on a large grassed area outside of the setting. They play hide and seek games and laugh as the childminder helps them climb on to a tree swing. Children patiently wait their turn and join in with counting how many times the childminder pushes them on the swing.
- Parents speak highly of the care that the childminder gives their children. They are provided with a wealth of information about what their children have been doing at the setting. Parents are provided with information about how they can help continue their children's learning at home. This helps to provide a consistent approach to children's learning.

- The childminder works well with her co-childminder to offer an inclusive service to all children. She shares ideas and discusses practice. However, she does not make full use of training opportunities to review and evaluate her provision in order to enhance her knowledge further.
- Children learn about oral health and brush their teeth after their lunch. The childminder encourages children to follow good hygiene practices. Children demonstrate an excellent understanding of where food comes from. This includes growing their own fruit and vegetables and using the produce to cook with and eat. The childminder promotes children's independence and encourages children to do things for themselves. Children learn to put on their own shoes and role play costumes.
- The childminder offers sensitive support to help children through transition periods. For instance, she follows children's lead in pretend play games and introduces baby dolls for children who have recently welcomed a new sibling in their family.
- Children are fully engaged in all activities on offer. The childminder offers experiences such as a pretend trips to the cinema. Children use tickets and sit in the large room of the setting. They eat popcorn and enjoy watching a movie together on a large screen.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the possible indicators of abuse. She understands her responsibility to report concerns in relation to children's safety and well-being to the relevant authorities. There is a safe use mobile phone policy in place at the setting. The childminder and her co-childminder work together to ensure that risks to children are minimised. This includes completing risk assessments before taking children on any outings and events. She supervises children closely and helps them to develop an understanding of how to keep themselves safe. For instance, she talks to children about the importance of staying safe in the sun.

What does the setting need to do to improve?

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

- consider ways to evaluate the provision and use opportunities for professional development to further develop knowledge and skills.

Setting details

Unique reference number	971736
Local authority	Bradford
Inspection number	10073007
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 8
Total number of places	18
Number of children on roll	18
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2000 and minds from the home of her co-childminder in Steeton, Keighley. She operates all year round from 8.30am to 4.30pm, Monday to Friday, term time only. The childminder provides holiday care if needed. The childminder holds an appropriate qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out an evaluation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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