

Childminder report

Inspection date: 21 November 2019

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's levels of well-being are high and they feel emotionally secure. They demonstrate their happiness as they burst into spontaneous song, flinging their arms and legs in the air. They are confident to talk to visitors and ask them questions. Children have a strong relationship with the childminder and giggle with pride as they show off their creative work. The childminder consistently and successfully develops children's skills and knowledge as she builds on their ideas. Children delight in their achievements and the childminder constantly praises their efforts and determination. There is a limited range of resources for children who prefer to play outside, which limits learning potential. The childminder has high expectations of children. Consequently, children's behaviour is consistently good. They listen carefully to the childminder and follow instructions. They use good manners and demonstrate a keen interest in learning. The childminder constantly develops children's communication and language skills as she encourages turn-taking conversation. Children speak in sentences with knowledge, expression and confidence. They hold extended discussions with the childminder on a range of topics. Parents have opportunities to be involved in their child's learning, such as when the childminder organises day trips. Although the childminder completes regular observations of children's progress, assessments of children's attainment are not precise enough.

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

- Children are well prepared for starting school and the childminder has made links with the local school to help with transition. The childminder does not consistently assess children's skills and abilities at the right level. She has a secure knowledge of the children in her care. However, she does not have a clear enough understanding of the ages and stages of development. This means that assessment levels are not precise across the seven areas of learning.
- Fine motor control is consistently developed as children use tweezers, pencils, bricks and precision balance games. The childminder carefully models how to use equipment. Children quickly learn how to manipulate small objects and tools with dexterity. For example, they make a flower shape using small beads on a pegboard.
- Children focus on tasks for prolonged periods of time. They concentrate intently and talk to the childminder constantly as they play, explaining their thinking. The childminder respects children and listens to their opinions.
- The childminder supports the children to understand differences between people. For example, during a discussion about slugs in the garden, the childminder gives children time to describe their thoughts and feelings. Children clearly articulate their parents' phobia of slugs and provide reasons why there is no need to be scared.

- Children's mathematical skills are frequently developed. They have many opportunities to count and use language relating to shape. After children draw circles independently the childminder broadens their knowledge by modelling how to draw a square.
- The childminder advances children's learning effectively. Children keenly follow up their interest in watching birds in the sky by attempting to draw a bird. They label the parts, narrating what they are doing as they go along.
- Children do not have enough variety of equipment in the outdoor environment to make choices and follow their curiosity in detail. This prevents children from experimenting and testing out their ideas to a full extent.
- Children are encouraged to be independent as they wash their hands before snack and put their plate in the sink afterwards. Children select the resources they want to use and ask for help when they need it. They attempt to put their coat on by themselves.
- Parents have good relationships with the childminder. They share information about their children regularly. The childminder often sends home images of the children engaging in activities. Children flourish in the secure environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms of abuse. She knows what to do if she has concerns about a child and who to contact. The childminder is vigilant. She recognises potential risks to children and carries out regular risk assessments to ensure their safety. She maintains scrupulous cleaning and house-keeping regimes to keep children safe from harm. The childminder has made improvements since the last inspection and ensures all parents sign consent forms when medicine is administered.

What does the setting need to do to improve?

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

- access training linked to the ages and stages of development in order to ensure children's attainment levels are assessed accurately
- improve the range of resources in the outdoor area to provide children with more choices and opportunities to explore their ideas in detail.

Setting details

Unique reference number	EY231127
Local authority	Bradford
Inspection number	10099883
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 2002. She lives in the Greengates area of Bradford. The childminder's husband is registered as an assistant for emergency use only. The childminder operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and family holidays. She holds a childminding qualification. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- The childminder and inspector held a meeting. The inspector looked at relevant documentation and evidence of medicine administration and safeguarding procedures.
- The inspector observed the activities available for children and had a tour of the premises.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector jointly evaluated an activity that children completed.

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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