

Childminder report

Inspection date: 16 January 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

Children happily explore the childminder's home, and they enjoy playing in a dedicated play space. They choose toys to play with, such as dolls, which they rock back and forth, feeding them with a bottle. Other children collate all of the blue items onto a blue plate and share these with the childminder. As children stick objects together, the childminder develops their vocabularies.

The childminder reads stories to children as they snuggle on the sofa. When reading the story of the 'Gruffalo', children find the mouse and feel how soft the unicorn's hair is. Some children choose books and read to themselves, saying, 'the end', when they have finished. Children take part in lots of singing and action songs. They laugh as they try to finish the 'Head, shoulders, knees and toes' song really fast. Babies sway along to the songs and join in with words and babbles. Children sing their favourite songs to themselves as they tidy up.

Children make friends and enjoy playing together. They take part in imaginary play and pretend to be doctors, asking their friends to lie down. Children place blankets over the childminder and bandage each other's arms. They feel safe and secure with the childminder. Children play together or let the childminder soothe them to sleep.

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

- The childminder has a good knowledge of children's needs and family circumstances. She plans for children's next steps in learning from her observations. She include parents' views and ideas for what to work on next with their children. This ensures that there is a shared approach to children's learning and development.
- Children develop their understanding of the world, with trips and experiences out into their local community. They attend playgroups to mix with other children. Children recall visiting the childminder's horses and feeding them carrots.
- The childminder develops her knowledge by sharing practice and working together with other local childminders. She uses this support network to gain advice and support to develop her practice. The childminder continually evaluates practice and extends her knowledge through webinars and reading.
- The childminder promotes children's love of stories at the setting. Children show a great interest in sharing books with the childminder. Some children make up stories from the pictures. They hear lots of songs and sing with the childminder. This helps children to develop their communication and language.
- Some children show empathy for other children, noticing when babies cry, for example. However, the childminder does not consistently explore children's

emotions further, to help children to understand their own feelings and how they impact on others.

- Children enjoy group activities with the childminder, such as exploring dough. Younger children push and put holes in the dough. Older children press eyes in and use rollers on the dough. The childminder prompts counting and asks children which colours they would like. This helps children to develop their fine motor skills and their mathematical understanding.
- Partnerships with parents is good. Parents are highly complimentary about the setting, the childminder and her assistants. They are pleased with the progress their children make. Parents appreciate the communication that the childminder has with them.
- Children show good independence skills as they tidy up and choose toys to play with. They begin to develop their self-care skills, such as by asking to use the potty.
- Children enjoy playing with a variety of toys at the childminder's house. However, the childminder do not consistently provide opportunities for children to challenge themselves or to take safe risks when developing their physical skills.
- The childminder is building links with the local school. When children move on to school, she shares reports about their learning and interests. The childminder takes children to visit various school events, such as sports day. She talks to the teachers in school and builds relationships. This helps to support a smooth transition for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the importance of keeping children safe. She has a fire and evacuation plan displayed and considers her routes in the event of a fire. The childminder is knowledgeable about safeguarding issues. She understands the signs and symptoms that would cause concern. The childminder knows who to report to if she has any concerns. She knows the importance of safer recruitment practices when considering employing assistants. The childminder shares good practice with new assistants. She knows the importance of reporting allegations about adults to the local authority designated officer and Ofsted.

What does the setting need to do to improve?

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

- develop children's understanding of their own and each other's feelings and the impact on others
- provide opportunities for children to take risks and challenge themselves further.

Setting details

Unique reference number	EY233801
Local authority	Bradford
Inspection number	10263196
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 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2002 and lives in Clayton, Bradford. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is qualified to level 3. She employs three registered assistants, two of whom she works with regularly. The childminder is registered to accept early education funding for children aged two-, three- and four-years old.

Information about this inspection

Inspector

Laurafay Muranka

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.

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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