

Childminder report

Inspection date: 5 April 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

The childminder provides a warm, loving environment for the children and relationships are very strong. She knows the children extremely well and quickly identifies their needs, such as when they are hungry or tired. Children snuggle up to the childminder and she provides lots of loving cuddles. As a result, their self-esteem and confidence are boosted very well.

Children are well behaved. They learn to share and take turns, and if they forget, they are gently reminded that 'sharing is caring' for one another. Relationships between the children are also strong. This was demonstrated when toddlers spontaneously hugged one another. Manners are also promoted. Children are encouraged to say 'please', 'thank you' and 'pardon' when they have not heard something correctly. As a result, children's personal, social and emotional development is promoted very well.

Children benefit a great deal from regular outings where they extend their learning and socialise. The childminder recognises that children may not have experienced many outings during the COVID-19 pandemic. She takes them to parks, garden centres, the seaside and other places of interest. Children have opportunities to learn about the natural world in these different and exciting environments which promote their understanding across all areas of learning.

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

- The childminder arranges her home and resources effectively to ensure that children can make choices about their play and learning. This encourages them to explore, investigate and develop their own interests.
- The childminder monitors children's progress regularly and accurately. She identifies any gaps in their development and makes plans to help these close. The childminder works closely with parents to ensure children receive consistent support. Children make good progress and are well prepared for school.
- Children do well in their speech and language development. They regularly enjoy looking at books with the childminder, who captures their interest with skill. Children talk about what they see in the books and count the animals. The childminder also helps toddlers extend speech when she adds in another word to their phrases. For example, when a child says, 'I got big', she responds with, 'Yes, you've got a big spade'. Children also sing their favourite songs together and often on their own. As a result, toddlers are becoming confident speakers.
- Children explore a wide range of art and craft materials, which supports their imagination and creativity. They paint pots for their sunflower seeds and make sunflowers from card. However, sometimes, children are offered pre-cut flowers to stick together. This does not allow them to create a representation of their

own ideas and thoughts.

- Children learn about healthy lifestyles through activities and daily routines. They regularly wash their hands to prevent the spread of infection and learn about food that is good for them. Children are also encouraged to brush their teeth after lunch and only drink water to protect their teeth from sugary drinks.
- Children develop their independence skills very well. The childminder gives them encouragement, which builds their confidence and empowers them to do things for themselves. Children show persistence as they attempt to fix wheels onto a car that they make. The childminder gently encourages and gives them guidance. Children also select resources readily and enjoy taking on new challenges. They help to tidy up the toys, and the childminder gives them little tasks to do, such as helping her to collect resources for the activities.
- The childminder works very hard to maintain quality and develop her own practice. She takes into consideration the views of children and their parents. In addition, she takes time to seek out new training and responds quickly to changes and updates in the sector. The childminder is motivated to read, review and reflect on these changes to improve the service she provides. This benefits children's care and development effectively.
- Partnerships with parents and other professionals involved in children's care and development are strong. Information is shared on a regular basis both electronically and verbally. This promotes continuity of care and learning for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is clean, safe and well maintained so that children can play and explore safely. She undertakes regular checks of all areas of her home and equipment to minimise risks to children. The childminder is familiar with the procedures to follow if she had concerns about a child in her care. She attends regular training to keep her child protection knowledge updated and to help keep children safe and well. These include safeguarding-related courses and paediatric first-aid training. The childminder maintains policies and procedures and other documentation that underpins her setting well. Consequently, children are protected.

What does the setting need to do to improve?

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

- build on children's imagination and enable them to express their own ideas and representations during creative activities.

Setting details

Unique reference number	EY248900
Local authority	Bradford
Inspection number	10073153
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 2003. She is situated in Bingley, West Yorkshire. The childminder operates Tuesday to Thursday from 7.30am to 6pm, during term time only.

Information about this inspection

Inspector

Helene Terry

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took the written views of parents into account.

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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