

Childminder report

Inspection date: 7 August 2025

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, attending since they were babies, play happily and are very at ease. They respond positively to the nurturing childminder, with whom they have built a very close bond. This helps children to feel safe and develop emotional security. Overall, the childminder plans broad and effective educational programmes that help children to make good progress and be ready for future learning. For example, children develop independence during daily routines and are sociable. They are confident communicators and have good physical skills. This creates strong foundations for children's early reading and writing. After listening attentively to an animated story about a hungry caterpillar, children chop up fruit, while recalling the story. While playing in the garden, children use different tools and toy diggers to scoop the garden pebbles and fill up metal utensils.

The childminder sets clear expectations for children's behaviour. For example, children are eager to help tidy toys away. They thrive on the childminder's praise and encouragement. The childminder models kind and respectful behaviour, which children demonstrate. They happily share resources while learning about related mathematical skills, such as sorting and categorising. The childminder enhances children's fun and enjoyment as she helps them to develop their imagination skills in the ice-cream parlour role-play area, set up outdoors.

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

- The childminder establishes children's starting points for learning on entry with parents and carers, then continually assesses children's progress. She works closely with parents to help children to reach key developmental milestones, and helps them to reach out to other professionals where children are not. Parent feedback is highly complimentary.
- The childminder plans activities that link to the things that children have been doing at home, such as visiting a farm. This helps to reinforce children's learning. For example, children enjoy recreating their experiences through small-world farm play. The childminder builds on the experiences children enter with, to expand these. For example, she plans outings to the library, playgroups and on a double decker bus.
- Children show good levels of engagement as they play with resources, such as those that help them to develop their early mathematical skills. For example, children connect triangular-shaped construction toys to create a 'pizza' shape. However, the childminder does not consider how to provide and organise a range of indoor resources to support children's independent play and all-round learning.
- The childminder reads stories and plans linked activities that help children to learn about living a healthy lifestyle. In addition, she carefully plans meals and

snacks to avoid foods with additives or those high in sugar, fat and salt. For example, the childminder makes her own soup and pasta sauces, and uses certain organic items. Children readily follow good hygiene routines and have ample fresh air and exercise.

- The childminder generally extends children's learning well. For example, she encourages children to count strawberries at snack time and press down 'really hard' to cut the firmer pear. However, the childminder does not consistently use opportunities to increase children's thinking skills and vocabulary to a greater extent.
- The childminder provides accessible books and a cosy 'reading' tent. This supports children's early communication and literacy skills. As the childminder reads the familiar story to children about a hungry caterpillar, she makes this a very interactive experience for children. For example, she encourages children to develop their counting skills and leaves gaps in the story for children to fill in.
- The childminder provides certain opportunities for children to learn about the similarities and differences between themselves and others. For example, she plans activities associated with multicultural celebrations. However, the childminder does not actively plan opportunities for children to learn about diversity in a broader sense.
- The childminder uses a variety of ways to continuously reflect on practice and ensure her own continued professional development. This helps her to identify future improvements that will strengthen her teaching and children's learning opportunities. For example, after children started digging in a decorative area containing garden pebbles, the childminder created a low-level 'construction' area. This has enabled children to follow their interests.

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:

- increase children's independence and learning opportunities as they lead their own play, such as by enhancing the learning environment
- strengthen teaching techniques, in order to increase children's vocabulary and thinking skills
- expand on children's opportunities to learn about their own uniqueness and the diversity of the world in which they live.

Setting details

Unique reference number	EY254442
Local authority	Bradford
Inspection number	10399682
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	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2003 and lives in the Bingley area of Bradford. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The childminder spoke to the inspector about how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education as children played, inside and outside, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation on an activity.
- The inspector spoke to children during the inspection.
- The childminder shared documents with the inspector, such as those related to continued professional development and feedback from parents.

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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