

Childminder report

Inspection date: 5 April 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 are happy and confident in the care of the childminder, who knows them extremely well. The childminder is exceptionally warm, loving and kind to the children in her care. Generations of families have chosen to remain with her over the years. Children quickly make secure attachments, which helps them feel safe and secure.

Children are engaged and demonstrate curiosity in their learning. They can explain how they made their play dough by adding water and flour. 'We need more flour,' says a child, as the dough sticks to their fingers. Children describe adding cocoa powder to their dough, and one child says, 'Mmm, smells like chocolate.' Children demonstrate their growing knowledge of number as they count how many spaces are in the egg carton. They then count out the dough eggs they have made until the carton is full. Children confidently use mathematics in their play.

Children are encouraged to follow their interests as they learn. For example, those that enjoy emptying and filling are given a tub of numbers and letters. Children empty the tub then carefully place each letter or number back in the tub, saying what it is. Children make good progress in their learning and development, including children with special educational needs and/or disabilities.

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

- The childminder demonstrates a good understanding of how children learn and develop. She plans her curriculum effectively to build on what children already know and can do. The childminder completes all mandatory training, such as safeguarding and first aid. However, opportunities to sharpen the childminder's skills and knowledge and raise the quality of teaching higher are not always taken.
- The childminder supports children's developing speech and language skills at every opportunity. For instance, when playing with the dinosaurs, they look at the fact sheets that match the dinosaurs in the soil. Children repeat the names and what the dinosaurs eat, and they make dinosaur footprints in the soil. The childminder models clear language for the children to replicate. Children make good progress in their communication and language.
- Children demonstrate a secure understanding of how to behave. They understand that boundaries are in place to keep them safe. For example, children know they must be with the childminder when they go to the lower garden or hold onto the sides when climbing the steps. Children learn to keep themselves safe.
- The childminder prioritises helping children gain confidence and independence in preparation for the next stage of their education. She recognises that children

had fewer opportunities to socialise during the COVID-19 lockdown periods. Therefore, the childminder regularly takes them to events in the local community. Children learn to socialise well at local playgroups. They learn about the animals at local parks and farms. Children run, swing and climb at organised activities in the community. This helps children to gain a knowledge of their community and build friendships.

- The childminder has undertaken extensive training to ensure she is able to meet the health needs of the children she cares for. She plans activities that promote the good health and physical development of the children. For example, children run around, popping bubbles outside at the start of the day.
- Children learn good hygiene routines and build their independence. For example, they wash their hands before and after eating and handling food. Children brush their teeth and learn why it is important to do this through fun activities. This helps children learn how to be healthy.
- The childminder provides healthy home-cooked food and snacks for the children. She is aware of children's allergies and dietary requirements when serving food and ensures these are adhered to.
- Parents express their continued support and appreciation of the 'wonderful care' the childminder provides for their children. The childminder keeps in regular contact with parents to ensure they understand what their children are learning. Ideas to continue this learning at home are shared with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms that may indicate a child could be at risk of harm. She describes appropriate actions to take if she is worried about a child. The childminder knows the procedures to follow in the event of an allegation made against herself or a family member or if she has a concern about any adult working with children. She is aware of her responsibility to respond to children who may be at risk of radicalisation or other forms of exploitation. The childminder and other household members have had required checks to evidence their suitability.

What does the setting need to do to improve?

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

- explore training and professional development opportunities further to update knowledge and teaching skills to the highest level.

Setting details

Unique reference number	EY256902
Local authority	Bradford
Inspection number	10284688
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 14
Total number of places	6
Number of children on roll	10
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 2003. She lives in Bradford, West Yorkshire. She works with her husband, who is also a registered childminder. The childminder operates all year round, Monday to Friday, except bank holidays and family holidays. She has an early years qualification at level 3.

Information about this inspection

Inspector

Jo Clark

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 and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- Children spoke to the inspector about their experiences with the childminder.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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