

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

The childminder is kind and engaging. He welcomes parents and carers and children into his setting with enthusiasm and warmth. Overall, the curriculum is well planned. It covers different areas of learning and provides children with challenge and interest. Children choose which resources to engage with and practise skills, such as mark making. The environment is filled with children engaging in conversations with each other in positive ways. They share their thoughts and ideas, sing favourite songs together and demonstrate how much they enjoy being part of this setting. The childminder supports children with delays in their learning and special educational needs and/or disabilities (SEND) well.

Children are good communicators and express their needs and wants clearly. The childminder gives them choices throughout the day. This helps children to have a voice, feel valued and be confident to express their preferences. Children learn how to share, be respectful of other children's opinions and use manners to express their thanks. The childminder has high expectations of all children and is clear about the behaviour that children should demonstrate. Children show that they feel valued as individuals as they take pride in their achievements. For example, they enthusiastically show the childminder the pictures they are colouring. This has a positive impact on children's behaviour. The childminder encourages children to take an active part in their own self-care and develop an understanding of living a healthy lifestyle. For example, children wash their own hands before they eat and families are asked to provide healthy packed lunches.

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

- The physical environment is well planned. The childminder incorporates children's interests to provide them with choices and extend their learning. He provides varied learning packs to help children to practise specific skills, for example, to support their fine motor development.
- The childminder designs the curriculum to spark children's curiosity. For instance, children learn about topics, such as the life cycle of ladybirds, through hands-on experiences. The childminder introduces key words to increase children's vocabulary. However, during school holiday periods, the curriculum is not implemented as effectively. For example, when older children are present, the childminder does not focus activities precisely around what younger children need to learn next. This means that children attending all year round do not always receive the high level of early education consistently throughout the year.
- Communication is a key part of the setting. Children talk to each other, sing songs together and talk about their ideas and thoughts. This helps them to form positive friendships with each other and feel part of a social group. Children develop social skills and an understanding of other children's needs.

- Children learn about the local area in which they live. The childminder takes them on walks to parks and local landmarks, which helps them to develop a sense of community. Children see different chickens on their walks and the childminder uses this as an opportunity to teach children about different breeds.
- Children are very independent. They follow routines and adhere to boundaries well. Children's behaviour is excellent. With minimal support, they help to maintain a purposeful environment through activities, such as tidying up.
- The childminder knows children and their families very well. This means that he is able to provide a high level of support to children and their parents. This has a positive impact on children's development. Parents confirm that the progress in their children's development is good.
- The childminder completes regular training and has incorporated new ideas into his provision. As a reflective practitioner, he assesses and improves his practice to continually meet the changing needs of his cohort of children. For example, the childminder has plans in place to redevelop and enhance the outdoor provision for children.
- The childminder encourages children to make healthy food choices. Children grow fruit and vegetables in the garden area, which has encouraged them to eat a wider range of foods. This has tempted children into trying food that they have seen grow over time.
- The childminder identifies children with delays in their learning early. He makes referrals to other professionals. This helps to ensure that all children, including those with SEND, reach their full potential.
- The childminder supports children's transitions to school well. Children visit their new school to experience what it will be like for them once they start. This helps them to feel more confident about new experiences.
- Children demonstrate high levels of engagement in activities. They are motivated learners and remain occupied in activities for extended periods of time. Children pay attention to details and refine their skills. This helps the atmosphere to be one of calm and purpose, which helps children to feel safe and secure.

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:

- strengthen knowledge of how to implement an ambitious and sequenced curriculum more consistently throughout the year.

Setting details

Unique reference number	EY260694
Local authority	Bradford
Inspection number	10399840
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 12
Total number of places	12
Number of children on roll	16
Date of previous inspection	17 December 2019

Information about this early years setting

The childminder registered in 2003. He works alongside his wife who is another registered childminder from his home in Thornton, Bradford. The childminder operates their provision from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. He holds an appropriate qualification at level 4.

Information about this inspection

Inspector

Jane Mumby

Inspection activities

- The childminder showed the inspector around the premises and discussed how he ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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