

# Childminder report

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Inspection date: 22 April 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The children are content and well settled in the childminder's welcoming home. The childminder has established strong relationships with all the children in her care. This is achieved by taking the time to understand each child's background, knowledge and abilities prior to starting at the setting. Consequently, all children feel safe and secure.

The childminder sets clear expectations, which results in children being kind and respectful toward one another. They develop skills such as sharing, taking turns and using polite language such as 'please' and 'thank you'. Children listen to and follow instructions effectively. During tidy-up time, they all help when putting resources away, which is met with lots of praise and encouragement from the childminder.

Children are provided with a variety of opportunities to engage with the local community, enhancing their understanding of the world around them. For instance, they take trips to local farms where they help feed the animals and discuss their adventures, such as meeting a 'cheeky goat'. These experiences enable children to meet new individuals and regularly practise their social skills at community playgroups and parks.

The outdoor area provides children with space to develop their physical skills. They engage in activities such as running, jumping and manoeuvring around obstacles. Children participate in gardening and learn about plant care. They enjoy planting seeds and re-potting their tomato plants ready to take home.

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

- Children benefit from a programme of learning activities that they enjoy. This is because the childminder plans activities around the children's current interests. The childminder knows children well and has a good understanding of each child's next steps. These steps are carefully planned into activities that touch on all areas of learning. Subsequently, all children make good progress from their unique starting points.
- Children benefit from nutritious, home-cooked food. They learn about making healthy choices and discuss the importance of brushing their teeth. Children enjoy helping at mealtimes and help to prepare the fruit and vegetables to eat. They have lots of opportunities to be physically active daily and enjoy lots of fresh air. This supports children's physical well-being.
- The childminder supports children's development of independence skills effectively by encouraging them to attempt tasks independently, even when challenging. Children are encouraged to wash and dry their hands and to try out

their ideas. They receive lots of praise from the childminder when they successfully put on their own coat and shoes. This approach promotes children's confidence, self-motivation and their physical and emotional well-being.

- Children are developing confidence in their communication skills and enjoy talking with their friends, for example, about recent holidays and airplane trips. The childminder provides a supportive narrative while younger children engage in play and poses questions to further extend their learning. However, the childminder does not consistently allow sufficient time for children to process information, respond to questions and to share their ideas. For some children, this results in frustration and a reluctance to participate in future interactions.
- Partnerships with parents are effective. The childminder communicates regularly with parents, keeping them up to date about their children's learning and development and supporting them to continue learning at home. Parents are happy with the care that their children receive. They speak highly of the childminder and her 'home-from-home' learning environment.
- The childminder has completed mandatory training to ensure that the children in her care are safe. She works in partnership with the local authority early years support team to access training and support where needed. The childminder plans to complete more training in the future to further her professional development.

## **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:**

- ensure children are consistently given the time they need to process information, respond to questions and to share their ideas.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY260880                                                                          |
| <b>Local authority</b>                             | Bradford                                                                          |
| <b>Inspection number</b>                           | 10388266                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 13                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 4 July 2019                                                                       |

## Information about this early years setting

The childminder registered in 2003 and lives in Bradford, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Yvette Brown

### Inspection activities

- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents during the inspection and took account of their views.

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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