

Childminder report

Inspection date: 28 August 2024

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 settled at this friendly and welcoming setting. The childminder provides soft toys and blankets to help children feel comfortable and secure. She encourages children to bring their own comfort toys from home. This helps to reassure children and helps new children settle quickly. Children are curious and engaged as they play imaginatively with dolls and explore with books. They are growing well in independence. Children help to make their own salad wraps at snack time, for example. Children learn good hygiene routines. The childminder encourages them to put their hands over their mouths when they cough and to wash their hands before they eat.

Children benefit from daily fresh air and exercise in the childminder's enclosed garden. Here, they learn about nature and how things grow, as they plant and care for carrots, beetroot and herbs. The childminder encourages children to be respectful and to play well with their friends. She supports them to use manners, to take turns and to share. The childminder gently reminds children to use 'kind hands' and 'kind words' as they pretend to make drinks in the outdoor kitchen. Children are learning the social skills that they need for their move to school or to the next stage in their learning well.

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

- The childminder and her assistant are warm, friendly, caring and kind. They know the children in their care well. Children form strong bonds with them and clearly enjoy their company.
- The childminder gathers detailed information from parents when children first start. She uses this as a starting point to help monitor and support children's progress.
- The childminder is passionate about planning activities that she knows will interest and excite children. She makes plans on a monthly basis, together with her assistant. Plans are shared with parents to keep them informed about their children's learning.
- Children benefit from strong opportunities to learn about other cultures and religions. The childminder gathers information from parents about their child's home lives, heritage and traditions. She helps children celebrate these through activities, food, resources and rhymes.
- Children benefit from healthy and nutritious food. The childminder provides home-made and often hot meals. Children help to choose menus, as they pick from cookbooks which recipes they would like to try. Details of menus are shared with parents and recipes are swapped and shared. This helps to include parents in their children's nutrition.
- Overall, the childminder provides good support for children's developing

language and communication skills. They enjoy singing and sharing stories with the childminder and her assistant. However, routines around story time mean that children are not always settled and ready to listen before the story begins.

- There is good support for children's physical development. Children carefully carry cups and balance on beams in the garden. They learn how to use their hands in different ways as they make marks with crayons and take part in baking activities.
- There is a strong focus on early literacy. Children benefit from a wide range of books and enjoy regular trips to the local library.
- The childminder plans interesting group activities on a daily basis for children. However, opportunities for children to choose and be creative are sometimes limited by the organisation of the resources on offer.
- The childminder has built strong relationships with parents and the local school that children attend. Daily diaries help parents keep well informed about their children's day. Parents speak very highly of the childminder. They say she is 'warm, positive and caring'. Parents praise her calm manner and the clear boundaries in place. They describe the childminder as 'dedicated and professional' and say she offers a 'high level of care'.
- The experienced childminder supports her assistant well and encourages her professional development. They work very well together to support children's ongoing learning and development.
- The childminder has experience in caring for children with special educational needs and/or disabilities. She is reflective and passionate about her work. The childminder regularly completes training to expand her knowledge and keep her skills up to date. She has a positive attitude towards the continuous improvement of the setting.

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:

- develop ways to settle children at the beginning of story time so that they are ready to listen and learn
- develop ways to promote children's choices and creativity during group activities.

Setting details

Unique reference number	EY296161
Local authority	Bradford
Inspection number	10355049
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 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2004 and lives in Haworth, West Yorkshire. She holds an appropriate qualification at level 3 and works alongside an assistant, who is also qualified at level 3. The childminder operates all year round, from 7.30am to 5.10pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and suitability of those living on the premises.
- The childminder and the inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took account of the views of a number of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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