

Childminder report

Inspection date:

22 November 2022

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 count confidently in order from one to nine. They hold up three fingers and say, 'I'm three'. Children recognise shapes, such as squares and circles. They show their understanding of size. For instance, as they name the 'small' and 'big' pretend owls and squirrels. Children show their knowledge of height as they continue to build a tower, so that it is 'higher' than them. They build a house with construction pieces that lock together any way they like. Children add windows and a door and point out 'mummy's bedroom'. They explain that the green construction pieces are the grass. The curriculum supports children's imaginary, physical and mathematical skills well. The childminder has high expectations for children's learning and development.

Children are happy, show they feel safe and enjoy their time with the childminder. They are completely at ease in this home-from-home setting. Children are confident in social situations with visitors after a little time and begin to use their voice. They share their interests and explain what they like to do in their play. Children are eager to join in activities and have a positive attitude to their learning. They behave very well and willingly help with tasks, such as tidying up the toys.

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

- Children start conversations as they play. For instance, they talk about the spider in their house and how it dropped off the door. Children say that squirrels like to eat nuts and pine cones when asked. They self-assuredly share their own knowledge and ask adults 'do you know birds like to eat worms?' The childminder supports children's communication and language skills well. She follows children's lead in conversation, listens intently and asks questions to extend talk further.
- Children show their developing small-muscle skills as they pick up bricks and stack them together. They concentrate and persevere to connect interlocking pieces to make items of their choice. Children enjoy their achievements and confidently discuss the designs they make.
- Children learn about different festivals and celebrations. They look at books and watch age-appropriate television programmes to find out about the range of family structures. Children learn about the differences between themselves and their friends. For instance, race, religion, and the different food they eat. Children develop positive attitudes towards diversity and inclusion.
- The childminder considers the learning experiences children have at home. She uses this knowledge to provide them with other opportunities. For example, the childminder takes children on public transport that they have not yet experienced, such as a train. She visits places of worship with children, such as a mosque and churches in the local community. The childminder considers her

curriculum well to extend children's learning about the world.

- The childminder has good knowledge of what children already know and can do. Most play is child-led with good support, overall, from the childminder to extend children's learning. However, at times, the childminder does not always plan precisely for children's next steps in learning. This means that learning is not always maximised.
- The childminder gathers good information from parents on entry to help her assess children's starting points. She has a good awareness of what children need to learn next. However, the childminder does not consistently share this information with parents who do not enter the home. This has an impact on some parent's ability to continuously support their child's next steps in learning at home.
- Children meet up with other childminders and minded children at the local café for breakfast. They visit the woods and parks where they learn to take safe risks. For example, as they climb apparatus and large logs. The childminder takes children to places of interests, such as the sculpture park, reservoirs and the canal. Children have lots of opportunity to enhance their physical skills. They learn how to behave in different social environments.
- The childminder is passionate about her role. She completes training, such as that which helps her to support children's emotions in the early years. The childminder accepts feedback from parents about her care and practice. This, together with her own reflection, helps her to continually evaluate what she does and make improvements that benefit children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the possible signs and symptoms of abuse. She is aware of other safeguarding concerns such as domestic abuse, female genital mutilation and breast ironing. The childminder is aware of the possible signs that may show that a child or family are at risk from extreme behaviours. She completes safeguarding training and also reads relevant articles about child protection. This helps to keep her knowledge up to date. The childminder knows the relevant agencies to consult with if she has a concern about a child in her care.

What does the setting need to do to improve?

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

- review planning to teach more precisely what children need to learn next, so that their learning is maximised
- ensure all parents know what their child's next steps in learning are to help support continuity of learning at home further.

Setting details

Unique reference number	EY300904
Local authority	Bradford
Inspection number	10229501
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	3 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2005 and lives in Keighley, West Yorkshire. She operates all year round from 7.30am to 5.30pm, 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

Jane Tucker

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 provider and has taken that into account in their evaluation of the provider.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Parents shared their written views of the childminder with the inspector.

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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