

Childminder report

Inspection date: 27 June 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 are happy. They enjoy the time they spend in the childminder's welcoming home. They settle quickly and form strong attachments with the childminder. Children regularly approach her for cuddles or for comfort when they stumble. She is highly responsive to children's individual needs and children are secure in their familiar routines. The childminder is aware when children are tired or hungry and quickly reacts to their signals.

Children's independence skills are promoted well. Children make choices about what they wish to play with and freely access the good range of toys and activities. Toddlers enjoy playing with the basket of objects and explore them using their senses. They delight in the sound of the scrunchy material and use objects in different ways. For example, a spoon becomes a comb for their hair. Children are given space and time to reinforce their learning through their fascinations. For example, the childminder provides more than one basket so that toddlers can transfer items from one basket to another. Other children enjoy lining up objects, such as cars. This helps children focus and make sense of the world around them.

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

- The childminder supports children's communication and language skills well. She talks with children about what she and they are doing to help them link words to actions. Children enjoy action songs and rhymes, and toddlers build their vocabulary by naming objects as they play.
- The childminder uses her knowledge of children to enhance their development. She observes and assesses children and identifies their next steps in learning. She uses this information, along with children's interests, to plan interesting activities for them. As a result, children make good progress in their development, including those children with special educational needs and/or disabilities.
- Children develop their physical skills as they explore how musical instruments are played in different ways. They hit, shake and tap the xylophone and tambourine. Toddlers also have fun as they use a spoon and metal plate to create sound.
- Children are generally engaged in the activities well. However, the childminder sometimes leaves the television on when children are no longer watching it. This produces lots of background noise and distracts children from deeply focusing on other activities that promote their development.
- Children learn to share and take turns as they play and are offered lots of praise and encouragement for their efforts. This boosts their self-esteem and confidence. However, the childminder does not give children explanations as to why certain behaviour, such as climbing on chairs, is unwanted. They do not

learn about the consequences of their behaviour for themselves or others.

- Children learn how to be healthy and stay safe effectively. For example, they learn about road safety on outings, such as how to use a pelican crossing safely. They also learn about oral hygiene when they practise how to brush teeth correctly using the set of large imitation teeth and a toothbrush. This enhances their self-care skills well.
- The childminder works very closely with other professionals involved in children's care and learning, such as health visitors and the local authority's inclusion team. They share information and ideas regularly. This ensures continuity of care and learning for all children and supports progression.
- Partnerships with parents are effective. Parents speak highly of the childminder and strongly value the information she shares with them about children's learning. This enables parents to extend children's learning at home even further. Parents say that children enjoy going to the childminder's home. They feel that children are well supported and are progressing well.
- The childminder reflects on her practice and continues to build on her knowledge and skills. She uses parents' and children's views to inform her practice. She also regularly completes training courses to help her develop skills that benefit the children even more, such as cyber-awareness training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for a concern about a child's welfare. The childminder is familiar with the correct procedures to follow to keep children safe from harm. She regularly carries out training to keep her knowledge up to date. This also includes first-aid training. The childminder completes risk assessments of her home to minimise any risks to children. As a result, children are protected.

What does the setting need to do to improve?

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

- limit background noise to help children concentrate more effectively
- help children understand why certain behaviour is unwanted and the impact their behaviour has on themselves and others.

Setting details

Unique reference number	EY306853
Local authority	Bradford
Inspection number	10225891
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 2005. She is situated in Bradford, West Yorkshire. She opens Monday to Friday, all year round, except for family holidays and bank holidays. She provides funded early education for three- and four-year-old children. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Helene Terry

Inspection activities

- This was the first routine inspection the provider 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.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector took the written views of parents into account.

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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