

Childminder report

Inspection date: 18 May 2023

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's laughter and voices fill the childminder's home. They cuddle each other and say, 'My best friend.' Children are full of energy as they perform dance moves and tell their friends to copy them 'five times'. The childminder then encourages them, counting the moves. Children sing along with the childminder. While babies move their bodies during 'Twinkle Twinkle Little Star', they take it in turns to sing a song for their friends and ask them to copy the actions for 'Wind the Bobbin Up'.

Children feel safe and secure as they move freely around the childminder's home. They run outside to build sandcastles and play on the see-saw with friends. Children tell visitors that the gates are locked to keep babies safe. When indoors, children talk about buns they have baked, including how to crack eggs and measure flour.

The childminder plays imaginative games with the children as they bring her pretend play items, like flowers. She asks them to count the flowers and they count with confidence. Children snuggle into the childminder to read stories and discuss the pictures. They talk about how the characters are feeling and what shapes they can see. Children hug the childminder and say, 'I love you.'

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

- Children have lots of opportunities for physical development. There is dancing and opportunities to develop their fine motor skills with dough. Children develop physically from cruising on furniture to carrying sand trays.
- Communication and language are very well supported by the childminder. She uses effective questions to encourage children's thoughts and opinions. Children's voices are heard, and they feel valued. They confidently share their opinions with friends, visitors and the childminder.
- Children have very good independence skills. They put on their own shoes, pour water, cut up snacks and feed themselves. The childminder continually encourages them to 'have a go' at tricky things, such as pulling off dough lids.
- Children enjoy looking at insects outdoors and asking questions about their homes. However, the childminder does not consistently extend this so that children can develop their thinking skills and understanding of the world.
- Children are very well behaved. They are polite and use their manners. This is reinforced by the childminder through positive behaviour management, such as using 'kind hands'.
- Parents are highly complimentary. They are fully involved in their child's learning, and supported by the childminder with advice and ideas. Children take home books to read with their parents, and oral health leaflets are shared with families.

- The childminder gives praise throughout the session. She describes how children are achieving and demonstrating their skills by saying, 'You are so strong, carrying that bucket.' This develops children's resilience and encourages them to be proud of their achievements.
- Children are energetic, and freely move their bodies. Although they sometimes go to the park or practise balancing, the childminder does not always provide more consistent opportunities for children to take risks in their everyday activities.
- Language development is strong. The childminder extends children's vocabulary with words such as 'astronaut'. Books are available all day, and children read to themselves and with the childminder. Children build vocabulary and understand new concepts through discussions with the childminder.
- The childminder knows children well and knows what they are working on next in their learning. She knows what they are interested in and how to focus their activities through their interests. This supports development in learning and extends their progress further. Children engage in these activities for long periods.
- Relationships are strong between the childminder and children. They give cuddles to their friends and talk about their similarities or differences, such as who likes porridge and who is tallest. Children are very confident, and lead their own play. They choose when to play outside, and create a role play selling ice creams. They feel safe and secure, and are able to express their feelings in a respectful environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very knowledgeable about safeguarding concerns, such as neglect. She is aware of the signs to look out for. The childminder knows whom to refer to when required and whom to report to if there is an allegation against someone in the home. The childminder is aware of local safeguarding issues, such as county lines, and whom to report these to. The home is safe and secure so that the children can move around freely, and unknown individuals cannot enter the home.

What does the setting need to do to improve?

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

- extend activities to build on children's thinking skills and understanding of the world
- develop opportunities for children to take risks in their everyday activities.

Setting details

Unique reference number	EY321484
Local authority	Bradford
Inspection number	10289036
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	11
Number of children on roll	14
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2006 and lives in Shipley, on the outskirts of Bradford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She holds a recognised childcare qualification at level 3. The childminder will accept two-, three- and four-year-old funded children.

Information about this inspection

Inspector
Laurafay Muranka

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 childminder.
- The childminder and children showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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