

# Childminder report

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Inspection date: 21 March 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| 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

Children enjoy exploring nature and the outdoors with the caring and dedicated childminder. They benefit from regular visits to the woods, where they learn to climb and run under the close supervision of the childminder. This supports children to be physically active and develop their large-muscle skills. Children take part in nature-based challenges and experiences on their outings with the childminder. This helps them to find out more about the natural world.

Children attend a regular small playgroup with other childminders and their minded children. Their social experiences are widened as they build relationships with other children and adults. Additionally, this helps to build children's confidence in meeting new people when they start to attend nursery or school.

Children develop a love of reading and stories. The childminder frequently reads to them and provides fun activities based on children's favourite stories. Children bring books to the childminder and gather on her knee to read together. The childminder asks simple questions about the book and introduces new vocabulary to children as she reads to them. This supports children to grow their communication skills.

The childminder puts children's needs and interests at the centre of everything that she does. Children's play and experiences are purposeful and she tailors children's next steps in learning to be meaningful to them and meet their own individual and personal needs.

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

- The childminder puts strong daily routines in place. She encourages and supports children to wash their hands before eating. Children sit at the table and wait patiently for their lunch to be served. They calmly draw and colour to settle down and prepare for lunch after playing outside. These routines help children to know what is expected of them and promotes positive behaviour.
- The childminder provides fun and interesting activities for children to explore. For example, she sets up an activity tray with pasta shapes, buckets and tweezers. Children concentrate as they pick up the pasta with the tweezers and strengthen their hand and finger muscles. The childminder plays alongside the children and supports their play. However, the childminder sometimes plans too many learning outcomes for adult-supported activities. This does not support her to sharply focus her interactions with children to further support them to work towards their next steps in development.
- The childminder supports children to feed themselves at mealtimes and use open-top cups to drink from. She encourages children to begin to learn to dress

and undress themselves. For example, during nappy changes, she encourages children to pull their own trousers up. This supports children's independence skills.

- The childminder takes children on many visits out in the community and other local towns. Children enjoy rides on the local steam train and visits to the museum. This supports children to learn more about the area in which they live. The childminder includes learning activities related to children's own cultural backgrounds into her curriculum. This helps children to celebrate and be proud of their own faiths and cultures, and supports them to learn more about diversity.
- Parents and carers speak highly of the childminder. They say that she communicates well with them, ensuring that they know what their children are learning and how to support their development at home. Parents appreciate the many outdoor experiences provided by the childminder. For example, they say that their children know how to stay safe around open water. This is because the childminder teaches children how to keep themselves safe on outings.
- The childminder works closely with other childminders in her community. When children's care is shared between herself and another childminder, she ensures that assessments and two-year progress checks are carried out in partnership with them. This provides continuity of care for children's learning and development.
- The childminder continually researches topics and issues that are relevant to the children in her care. This helps her to provide more targeted support for children. She makes sure that she keeps her statutory training, such as safeguarding and paediatric first-aid training up to date. Consequently, children remain safe in her care.

## 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 that interactions with children are sharply focused on supporting them to work towards their next steps in learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY330413                                                                          |
| <b>Local authority</b>                             | Bradford                                                                          |
| <b>Inspection number</b>                           | 10312414                                                                          |
| <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 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | 30 April 2018                                                                     |

## Information about this early years setting

The childminder registered in 2006 and lives in Keighley. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children. At the time of the inspection, there were no children present who are in receipt of funded early education.

## Information about this inspection

**Inspector**  
Samantha Lambert

## 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 discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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