

Childminder report

Inspection date:

8 September 2025

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

The childminder is highly dedicated to providing positive care and learning experiences for children. She understands the importance of allowing children time to play and learn outside. This supports children to be active in the fresh air. They learn to build their stamina and physical skills. Children enjoy visits to the local nature reserve. They learn about the natural world as they observe and talk about the birds and plants that they can see. The childminder supports children's understanding of crossing the road safely as they go on these outings. She encourages children to try a range of healthy fruits and vegetables. This helps children to learn about and enjoy foods that are good for them. The programme of activities and experiences supports children to be healthy, safe and active. This, in turn, promotes their overall well-being and happiness.

The childminder takes children to local playgroups. She uses these opportunities to support children to learn how to play, take turns and share with others. This helps them to socialise with other children and make friends. The childminder is a good role model to children. She encourages children to be polite and use good manners. The childminder explains to children the consequences of their actions. For example, she explains that hitting others can hurt them. The childminder supports children to develop a sense of right and wrong and how their actions can impact others.

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

- The childminder's long-term aims are for children to be ready for the next stage in their education. She supports children to develop their self-care skills. For instance, the childminder encourages children to learn how to put on their own coats and shoes. She encourages children to help prepare their snacks. Even young children are keen to learn how to chop fruit using safety knives. They show positive attitudes towards learning new skills.
- The childminder engages in warm and positive interactions with children. She frequently talks to and sings to children as they play. The childminder asks simple questions to promote conversation. She supports children to choose books from the local lending library. This promotes their enjoyment of reading and stories. These approaches support children to develop good communication and listening skills.
- The childminder thinks about opportunities for children to count and use mathematical language. However, she has not considered the wider range of mathematical skills that she wants children to learn. This does not support the childminder to provide focused opportunities for children to further build on their knowledge and develop a deeper understanding of numbers and problem-solving.

- The childminder finds out about children's interests. She thinks about new concepts and ideas that she wants them to learn more about. The childminder sets out her environment to support children's understanding of these interests and concepts. This promotes children's curiosity and extends their learning. The childminder uses her observations of children to identify what they need to learn next. She puts in place suitably challenging activities to support children to meet their next steps in learning.
- The childminder holds daily discussions with parents and carers. This helps to update them about children's routines and learning. The childminder shares books and resources with parents. This supports them to build on their children's learning at home. Parents comment positively on their children's progress. They say how much their children enjoy their time with the caring childminder.
- The childminder has a good knowledge of child development. This supports her to identify any gaps in their learning. She works in partnership with parents to close these gaps. The childminder takes time to research strategies to best support children with special educational needs and/or disabilities (SEND). She carries out training to increase her skills and knowledge of supporting children with SEND. The childminder knows how to seek further support from other agencies. This ensures that children with SEND get the right support at the right time.
- The childminder regularly refreshes her skills and knowledge through online training courses. She updates her knowledge of any changes to the early years sector. This supports the childminder to continue to enhance and develop her practice.

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 and enhance knowledge of the mathematical skills that children need to learn to further extend and deepen their understanding of numbers and problem-solving.

Setting details

Unique reference number	EY336070
Local authority	Bradford
Inspection number	10392827
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	0 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	9 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in the Shipley area of Bradford. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an appropriate level 3 qualification. She provides government-funded childcare for children between the ages of nine months and four years.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The childminder discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation during snack time.
- The childminder spoke to the inspector about how she supports children with SEND.
- Parents shared their views on the childminder's setting with the inspector.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- 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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