

Childminder report

Inspection date: 10 September 2024

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 flourish in the care of this kind and supportive childminder. She develops warm caring relationships with children. The childminder collects information from parents about children. She starts to build relationships with young babies before they start the setting. This means children settle quickly and build a secure relationship with the childminder. Babies use her as a secure base when exploring the environment. They go to her for cuddles when they become tired. Older children ask for help when needed and enjoy engaging in conversations with her. They invite her to join their play. Children feel happy and safe.

The childminder is a positive role model. She models the words, 'please' and 'thank you'. The childminder encourages children to share and take turns. Occasionally, when children do have a disagreement, the childminder helps children to resolve their differences. She supports children to find solutions to their problems. Children's behaviour is very good. They have a positive attitude to their learning. All children make good progress.

The childminder plans outings and visits to offer children further experiences. She engages with other childminders so that children can mix in larger groups. They take part in group activities and explore the wider community. The childminder helps children develop the skills they need for their move on to school.

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

- Children develop their independence skills. The childminder provides opportunities for children to practise doing things for themselves. Children learn to pour their own drinks and use a knife to butter their toast. The childminder encourages children to manage their own clothing, when using the toilet and getting changed. Children are confident in managing their own needs.
- Children hear a rich vocabulary. The childminder speaks to children clearly and comments on what they are doing. She introduces new words. For example, when reading the word 'furious', she asks children what they think it means. She explains clearly what the new word means. Children develop very good communication and language skills.
- Mathematical development is well supported. The childminder teaches children about number, shape and colour. She introduces these concepts during their play. For example, she asks how many animals they have and how many would they have if they had one more. The childminder plans activities for older children to develop number recognition and quantities. Children match the numerals to the labelled cups.
- The childminder has a wide variety of resources for children to access freely. Sometimes, children access too many resources all at once. This means, at

times, children lose focus as they become distracted with the number of resources available, particularly during focused planned activities.

- Professional development is a priority for the childminder. She actively continues to develop her knowledge and understanding of children. The childminder attends regular training and seeks out new qualifications. She engages with other childminders to create a support network where they can share ideas and develop their own practice.
- The childminder uses assessments to plan children's next steps. Observations and assessments are shared with parents. She informs parents about the topics and books they are focusing on. The childminder provides activities for families to complete at home. The childminder effectively evaluates activities she plans. She reflects on any changes needed to improve outcomes for children.
- Parents report they are very happy with the care their children receive. They feel their children are well supported and cared for. Parents appreciate the advice and support the childminder gives. They comment, 'she goes above and beyond' and is flexible to their needs. Parents share that the childminder plays an important role in supporting children with their individual needs. She helps get children ready for their transition into school.

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:

- improve the use of the available resources during activities, so that children can remain focused on their learning.

Setting details

Unique reference number	EY338800
Local authority	Bradford
Inspection number	10355250
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 2006. She operates all year round from 7.30am to 6pm, Monday to Thursday and 7.30am to 9am on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at Level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

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 childminder and has taken that into account in their evaluation of the provider.
- The inspector and the childminder discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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