

# Childminder report

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Inspection date: 5 November 2019

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

The experienced and well-qualified childminder cares for children in a welcoming and homely environment. She prides herself on making children feel like part of the family. The childminder and her assistant have very high expectations for all children. They follow children's lead and support them in making decisions about their learning through play. Children are curious and engaged learners. They develop across all areas of learning through a well-thought-out curriculum. The childminder regularly checks what children know, understand and can do. She uses this information to identify what children need to learn next. However, on occasion, adults are too quick to complete simple tasks for children that they are able to do for themselves.

Children form very secure attachments to the childminder and her assistant. They seek comfort and reassurance from them. Children's behaviour is good in relation to their age. They know, understand and follow the simple rules. For instance, they show a good awareness that they must sit at the table when they are eating. Children are praised for their efforts and this helps to build their confidence and self-esteem. Partnerships with parents are good, overall. The childminder liaises closely with them to gain a detailed picture of children's interests and routines. Parents say how much they value and appreciate the good care and interesting experiences that the childminder provides for their children. Written comments include, 'She feeds her curiosity' and, 'She is beyond helpful'. However, the childminder does not always gather the views of parents to help her to further reflect on her practice and support ongoing improvements.

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

- The childminder is passionate about children learning outdoors. She plans activities, such as nature walks, to help children learn about their environment and provides activities, such as planting flowers, fruit and vegetables, to help them understand where their food comes from and about changes over time.
- Children's communication and language skills are enhanced effectively by the childminder. They demonstrate a good range of vocabulary and speak confidently and clearly, given their ages. Children giggle with delight as they sing and dance to songs, such as one about a shark. They comment, 'This is funny', sing again please.'
- The childminder supports children's emerging literacy skills. She has a well-resourced book area, with a variety of storybooks and factual books for the children. The childminder reads stories carefully to excite them. Children listen intently. This helps to promote their listening and thinking skills.
- Children have plenty of opportunities to investigate, make plans and solve problems. For example, they competently work together to build the wooden

train track. The childminder and her assistant introduce mathematical language into all the activities, encouraging older children to identify size, position and quantity. Children confidently name colours and shapes in everyday activities.

- The childminder prepares children well for the next stages of their learning, including starting school. She has developed good relationships with staff at the local school. She communicates regularly with them to share information and to provide continuous support for children during the transition.
- Younger children have many opportunities to develop their early mark-making skills. They confidently select chalk, pencils and crayons from the low-level shelving. Older children write some letters of their names. They are excited to explore and learn, such as when using paint. They watch with wonder as colours change as they mix paints together.
- The childminder supports children to develop an understanding of healthy lifestyles. Children have many opportunities to access fresh air and exercise. The outdoor area supports their physical development, with a large area for children to explore and play different games. Children are beginning to learn about good personal hygiene practices, such as washing their hands before they eat.
- The childminder plans many outings in the community to help children develop an understanding and respect for other people and communities, including their similarities and differences. For example, children visit the local library, farm shops, gymnastic classes and other places of interest.
- Children have lovely relationships with each other and play cooperatively. They take turns and learn to share the resources, for example, while engaging in craft activities. However, children's independence is not always promoted to the highest level. On occasion, adults complete tasks for children that they are able to do for themselves.
- The childminder ensures her assistant is fully supported. She monitors her practice regularly, such as through daily discussions and meetings. This helps to ensure she understands her responsibilities. The childminder gathers the views of her assistant to evaluate practice and identify areas for development. However, she does not fully explore opportunities to gain parents' views in order to focus on future improvements more sharply.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the procedures to follow if they are concerned about a child's welfare. This includes any concerns they may have that children have been exposed to extreme views or behaviours. They know how to report concerns about children to relevant agencies to maintain their overall welfare. The childminder ensures she carries out risk assessments, which help her to identify and minimise any hazards to children. This helps to keep children safe.

## What does the setting need to do to improve?

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

- improve opportunities for children to complete tasks they are capable of doing themselves to help them to develop further independence
- further develop the system for evaluating practice and gather suggestions from parents to focus future development and to raise outcomes for children even higher.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY346811                                                                          |
| <b>Local authority</b>             | Bradford                                                                          |
| <b>Inspection number</b>           | 10106492                                                                          |
| <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</b>       | 1 to 8                                                                            |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 24                                                                                |
| <b>Date of previous inspection</b> | 14 July 2015                                                                      |

## Information about this early years setting

The childminder registered in 2007 and lives in Bradford, West Yorkshire. She operates all year round from 6.45am to 6pm, Monday to Friday, except for family and bank holidays. The childminder has a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

## Information about this inspection

### Inspector

Shirley Maynard

### Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, her assistant and children at appropriate times during the inspection.
- Relevant documentation, including safeguarding policies and evidence of the suitability of adults living and working at the setting, were looked at during the inspection.
- Parents' views were taken into account. The inspector spoke to parents during the inspection and looked at written feedback provided.

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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