

Childminder report

Inspection date: 12 July 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

The childminder and her assistant demonstrate a very nurturing approach to caring for children. They get to know all children extremely well. Children establish excellent relationships with them. This enables the childminder to provide a safe learning environment and an ambitious curriculum, which is based around children's individual needs. Children are extremely happy and content. They are ready to learn. Children display high levels of emotional well-being during their play. They are kind and polite to each other. Children talk calmly to their friends, waiting for their turn before they speak. Older children teach younger children to play with bats and balls so they can join in with their play. Younger children respond politely by saying 'thank you'. Children's behaviour is exemplary.

The childminder has high expectations for children's learning and development. Children develop their understanding and learning through a rich and varied selection of well-organised activities across the curriculum. They are deeply engaged and focused on all activities they take part in. Children sit for long periods of time exploring and playing together in sensory play. The childminder teaches them about early numbers as they search for numbered fish. Children excitedly wait for their turn to use the tweezers to transfer small gel balls into measuring cylinders. They sort balls by colour. The childminder teaches children descriptive words in context, such as 'squishy', 'slimy' and 'oily'. Children are confident and independent learners.

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

- The childminder takes children to visit places of interest in the local community, such as the library and parks. She teaches children about some festivals and celebrations, for example Lunar New Year and Diwali. However, the childminder does not always promote the culture of all children who attend her setting. As a result, children do not have consistent opportunities to develop experiences and knowledge of different cultures.
- Children have lots of exciting opportunities for physical development. The childminder's assistant teaches young children to climb steps and use a slide. She teaches children how to skip with a rope. Children persevere until they achieve the skill. Older children learn about risk, such as when they independently climb on rocks and learn to ride scooters. This helps to develop their large muscles, balance and coordination skills.
- Children have fun opportunities to develop their communication and language skills. They excitedly take turns and choose an item out of the 'magical singing sack'. Older children sing songs from memory and embed their language. The childminder and her assistant use props to teach young children single words. They miss words out of the songs and encourage children to fill them in.

Children make good progress, including children who speak English as an additional language and children with special educational needs and/or disabilities.

- The childminder encourages children to use their imaginations. For instance, she supports children who pretend to be in an ice-cream van. Children take turns to make and sell ice creams. The childminder teaches children about money as they role play purchasing ice creams. Children develop their cooperation and social skills.
- Children learn the skills to become increasingly independent in their self-care. Young children use the toilet with the knowledge the childminder's assistant is close by if needed. The childminder provides children with a step in the bathroom so they can access what they need. Older children form a line to wash their hands before mealtimes. The childminder teaches children about the importance of oral health. Children learn the importance of good hygiene practice.
- The childminder regularly shares information with parents about their children's learning and development. In addition to verbal feedback at the end of each day, the childminder shares information on a private social media page. This includes activities for parents to continue their child's learning in the home. The childminder makes sure that parents are part of their child's learning and progress. Parents' feedback is positive.

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:

- provide more opportunities for children to learn about different people, race and cultures and celebrate their differences.

Setting details

Unique reference number	EY350775
Local authority	Bradford
Inspection number	10351141
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	12
Number of children on roll	20
Date of previous inspection	10 October 2018

Information about this early years setting

The childminder registered in 2007 and lives in Shipley, Bradford. She operates all year round, from 7.30am to 6pm, Monday to 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. The childminder works with assistants.

Information about this inspection

Inspector
Jackie Ward

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 completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.
- The childminder showed the inspector documentation to demonstrate the suitability of her assistant.
- The childminder and the inspector carried out a joint observation during indoor play.

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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