

Childminder report

Inspection date: 15 January 2020

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 has high expectations for children. She provides a broad range of activities and experiences that prepare children for future learning and help them to progress well. These take full account of children's stage of development and interests, such as a favourite story about a boy and a beanstalk. The childminder skilfully builds on such interests to deepen children's knowledge and build on their learning across the curriculum. For example, children plant windowsill seeds, use tweezers to sort different beans into egg boxes, and count laminated numbered beans.

Children show good concentration overall and have a positive approach to learning. They persevere while threading cotton reels or engaging in mark-making activities. Children are developing impressive language skills. They clearly love listening to engaging stories. They excitedly add their own interpretations of what is happening, what happens next and how the characters are feeling, such as cross or scared.

Children who have been attending since they were toddlers and are now aged three years have secure emotional attachments to the childminder and enter the safe home happily. They settle quickly after finding their name to place against their chosen coat peg and saying goodbye to their parents. The childminder sensitively reinforces behavioural expectations, such as being kind and caring when minor disagreements occasionally occur.

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

- The childminder creates bright displays in the playroom to help reinforce the curriculum and support children's learning. As part of this, she celebrates and reflects diversity and each person's uniqueness. For example, she displays photographs of the children alongside images of other families, places of worship, religious symbols and special celebrations. However, there is an overwhelming range of resources in this small space. Consequently, children sometimes lose focus during child-led play and cannot always explore freely.
- The childminder builds on children's learning as they play. She continually observes and assesses children's progress and uses this information very well to plan for their future learning. Parents are well informed about their children's progress. They are given suggestions on how they can support their children's next steps for learning at home.
- Children develop very good language skills. This includes those who speak English as an additional language, whom the childminder supports effectively. The childminder uses words and phrases in both languages and creates visual aids to help reinforce favourite stories and songs. As children mix their home

language with English to name objects, such as a pineapple, the childminder models the word correctly in both languages. She also models writing in dual languages, such as when children make special cards to take home.

- Children are developing early literacy and mathematical skills. For example, they readily count the number of sharks, make marks with a range of writing tools and begin to recognise familiar words.
- The childminder continually reflects on her practice and involves the views of parents, such as through questionnaires. She uses a variety of sources of information to keep her practice up to date. The childminder's childcare qualification has a positive impact on children's learning. She attends some further training, although this is not yet focused on raising teaching and learning to the highest level.
- Children are developing early friendships. They are very sociable and keen to involve adults in their cooperative and imaginative play. For example, while playing in the home corner role-play area, they delight in making the inspector and the childminder a pretend cup of tea and plate of dinner.
- The childminder works in close consultation with parents to help children settle. As part of this, she carries out home visits where children speak English as an additional language. She uses children's extended family to help translate and exchange important information. The childminder often sends links for parents to access to help them learn songs their children are trying to sing at home.
- The childminder helps to reinforce children's early understanding of healthy lifestyles. For example, she provides ample fresh air, physical activity and healthy food choices. Children engage in good handwashing routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her child protection training. This includes that which is related to wider safeguarding issues, such as where children are at risk from extreme behaviours and views. The childminder has a good knowledge of possible indicators of abuse. She fully understands how to report child protection concerns to help children to stay safe from harm. The childminder undertakes good risk assessments inside and outside the home. This helps her to prevent accidents and promote children's welfare.

What does the setting need to do to improve?

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

- enhance children's focus and their opportunities to be able to explore more freely during child-led play
- target continued professional development more precisely so that there is a greater focus on enhancing teaching and learning to the highest level.

Setting details

Unique reference number	EY357041
Local authority	Bradford
Inspection number	10073940
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 2007 and lives in the Horton Bank Top area of Bradford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Ayo

Inspection activities

- The inspector observed the areas of the premises that are used for childcare purposes, activities indoors and the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The childminder and the inspector had a number of discussions at appropriate times during the inspection. The inspector looked at relevant documents, including children's records of learning and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The childminder shared written feedback from parents with the inspector, who also spoke to a parent during the inspection.

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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