

Childminder report

Inspection date: 23 July 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and have fun in the childminder's care. They are keen to enter the welcoming environment and quickly become involved in their play. Those children who are more reluctant to play with their friends take comfort in having cuddles with the childminder until they are ready to go and explore. The childminder is very nurturing and helps children to feel emotionally secure.

The childminder knows children very well. For example, when she recognises that children need particular support to develop their understanding of colours, she incorporates this into their experiences. When they look at birds out of the window together, the childminder encourages children to use binoculars to carefully look at the colours of the bird's wings and tail. They refer to photos of birds, naming the colours together. Children make good progress in all areas of their learning and development.

Children behave well. The childminder is a good role model, encouraging children to help tidy up the play area. She supports young children to be kind to each other and to wait for others to finish talking before they share. The childminder observes children closely and thinks carefully when to contribute to their play. For example, when children want to pretend to drive a car in a cardboard box, she offers them a paper plate each to use as a steering wheel. Children then steer their cars together happily and side by side.

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

- Children enjoy playing together and generate their own ideas during their play. The childminder observes children carefully and skilfully extends their learning. For example, she asks which farmyard animal is missing. Children think carefully and when they realise, they are keen to look for the missing animal. The childminder gives children time to work this out.
- Children have access to fresh water to drink and have their own cloths to wipe their faces after eating. The childminder supports older children to independently meet their own toileting needs. However, the childminder does not consider how she can help children to have consistent opportunities to wash their hands independently.
- The childminder creatively thinks of ways to engage children. For example, she encourages children to mix colours together. Children are keen to talk about the colours they use and the new colours they create. The childminder sensitively supports children to wait for their turn when answering a question. This helps all children to have the opportunity to use language and helps them to build confidence in using language.
- Children have fun stacking blocks. They quickly try and build the blocks as high

as they can before they fall down. Children celebrate together when all the blocks are stacked. The childminder supports children's learning across all areas. However, sometimes during adult-led activities, the childminder focuses more on what older children need to learn next. This means that not all children's learning is extended and they sometimes lose interest.

- The childminder works effectively with parents. For example, parents share familiar songs and rhymes, which the childminder uses to support children to settle. The childminder shares information with parents to show what their children have been learning. She encourages parents to comment on this.
- The childminder closely supervises children. For example, when they are eating, she sits with them at the table. The childminder deploys herself well when meeting children's personal needs.
- Children are very settled in the childminder's care. For instance, when they look through photos of things they do together with the childminder, they snuggle in closely and fondly share memories. Children talk about the local park they visit together, and the library where they choose books together.
- The childminder is able to access a wide range of training locally and online. She is supported well by other local childminders. The childminder has good links with the local pre-school and school. This helps her to have effective communication and provide strong transitions for children.

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 the procedures for handwashing so older children can do this independently
- plan more precisely for all children's next steps in learning during adult-led activities.

Setting details

Unique reference number	EY364496
Local authority	Bradford
Inspection number	10354883
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 7
Total number of places	3
Number of children on roll	9
Date of previous inspection	9 November 2018

Information about this early years setting

The childminder registered in 2007 and lives in Menston, Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification in childcare. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Val Taylor

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024