

Childminder report

Inspection date: 15 June 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure at the setting. They form strong relationships with the childminder and each other, and invite the childminder into their play. The childminder provides an ambitious curriculum for children to help them prepare for what they need to learn next. This includes building on children's physical and social skills. For example, the childminder takes children on regular outings, including trips to farms, parks and local playgroup sessions.

Children show a strong interest in acting out their favourite stories. They re-enact the movements of the characters in the story during outdoor play games. For instance, children run with excitement as they pretend to have found a big grizzly bear. They join in with repeated words and actions, which helps to promote their communication and language skills. Children show that they are independent and curious learners. They show enthusiasm and a willingness to have a go. Children concentrate as they help to cut up pieces of fruit during snack time. They count how many pieces they have cut for each of their friends. The childminder supports children to learn about the importance of following a healthy lifestyle and to develop an understanding of why we must take good care of our teeth.

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

- Children demonstrate good mark-making skills. For instance, they use pens to make marks on an easel. Children proudly show off their work and tell the childminder that they have written their name. They trace their fingertips through sand and talk about the different patterns they make. This helps to develop children's early writing skills.
- Children spend time playing with sand. They fill moulds and proudly call out 'one, two, three' before lifting it away to reveal their sand sculpture. Children pretend to look for buried treasure and show good levels of imagination. However, the childminder does not consistently extend their imagination or thinking skills further.
- Children learn the importance of keeping themselves safe. They understand that it is important to wear a hat when it is hot outside as they might burn their head. Children help the childminder to apply their sun cream and understand that they do not play outside in the sun for too long when it is too hot. They are provided with fresh drinking water to help them to stay cool. This helps to promote children's safety and well-being.
- Children generally behave well. The childminder showers them with an abundance of praise and encouragement that helps to promote their self-esteem. Children show good social skills as they participate in ball games and push each other around in toy cars. Older children share with younger children. However, the childminder does not fully support younger children to begin to

develop an understanding of how their feelings and behaviour can have an impact on others. For instance, she resolves conflicts for children and does things for them.

- Parents speak highly of the care the childminder provides for their children. They compliment her on the different range of activities and outings that their children participate in and how caring she is towards their children. Parents are provided with detailed information about what their children have been doing at the setting and ways to help continue children's learning at home.
- The childminder helps children to prepare well for their eventual move to school. Older children are supported to develop their independence and self-care skills, for instance learning to put on their own shoes to get ready for outdoor play. The childminder liaises with parents and schools where children attend to help provide a seamless transition.
- Children mix play dough colours together to create pretend foods. They offer each other pretend hot dogs and doughnuts that they have created using small tools and equipment. This shows that children have good creative skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding procedures. She is aware of the signs and symptoms of abuse and of her responsibility to report any concerns to the relevant authorities. The childminder is aware of the signs that a child or family might be exposed to extreme views or behaviours. She is aware of how to manage allegations against her or a family member and has clear safeguarding procedures in place. This includes the safe use of mobile phones and cameras within the setting. The childminder recognises the importance of reporting concerns in relation to domestic abuse and the impact this has on children.

What does the setting need to do to improve?

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

- extend activities to help provide build on children's imagination and thinking skills
- enhance children's understanding of how to manage their own feelings and behaviour and understand the impact of this on others.

Setting details

Unique reference number	EY377610
Local authority	Bradford
Inspection number	10117451
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 September 2014

Information about this early years setting

The childminder registered in 2008. She lives in Thornton, West Yorkshire. The childminder operates from 7am to 6.30pm Monday to Friday all year round, except bank holidays and family holidays.

Information about this inspection

Inspector

Emma Allison

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 setting,
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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