

# Childminder report

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Inspection date: 22 January 2020

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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 childminder creates a nurturing and home-from-home environment. Children are happy and safe, and they develop close bonds with the childminder. The childminder is loving and caring and children enjoy her comfort and reassurance. This has a positive impact on children's well-being and emotional development. The childminder has high expectations for all children. She plans enjoyable and challenging activities, based around children's interests and what they need to learn next. The childminder carefully monitors their progress through frequent observations. She identifies any gaps in children's development and makes plans to help them to achieve the next steps in their learning.

The childminder is a good role model and gives children lots of praise and encouragement. Children understand the age-appropriate rules and follow clear instructions. For example, when asked to tidy up for snack, children respond and put resources where they belong. Children have excellent manners. They have a good understanding of their emotions and learn how to support others. For instance, they are respectful to others and say 'please' and 'thank you' to each other. The childminder works closely with parents, all of whom are very happy with the care that she provides. She gathers detailed information from them when children first start, to give her an understanding of their early experiences and to inform her planning. The childminder ensures that she makes time each day to have discussions with parents to support the two-way flow of information.

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

- Overall, the quality of teaching is good. All areas of learning are supported in different activities. Children have fun while they learn. The childminder promotes children's communication skills well. She engages them in meaningful conversations and models the clear and correct use of words during play and activities. Good questioning helps children to explain their thoughts and ideas.
- The childminder incorporates early mathematics by introducing size and colours into activities. She supports children to count and explore capacity. Children eagerly discuss 'big' and 'small' as they compare the size of shapes during a craft activity. Overall, the childminder provides activities for children to develop their literacy skills. Children freely choose books to read, and they show an interest in stories. However, the childminder does not take every opportunity to fully extend children's early writing skills during their play.
- Children who prefer to learn outside have many opportunities to explore and be physically active when they play in the garden or visit local parks. They take appropriate risks, for example using the ride-on toys and as they climb and balance on the play equipment. Children meet with other children of a similar age and develop their social skills. For example, they visit local playgroups.

- The childminder encourages children to engage in imaginative play, which is based on first-hand experiences. For example, children play with role-play resources and care for the baby dolls as they dress and feed them together. They learn about how things work and develop skills in using programmable toys. Younger children enjoy investigating and operating pretend telephones.
- Children develop their self-care skills during daily routines. For example, they take their shoes off when playing inside. The childminder teaches children about the importance of good hygiene routines. Older children wash their hands without support. They are encouraged to follow healthy lifestyles. Children learn about foods that are good for them.
- 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, shops and other places of interest. Children access resources which reflect positive images, such as books about different religions, faiths and customs.
- Children are well prepared for the next stages of their learning, including starting nursery and school. The childminder has developed good relationships with the staff and communicates regularly with them to share information and to provide continuous support for children during the transition.
- The childminder evaluates the quality of her provision. She reviews what is going well and sets herself some aspects for development, such as furthering her safeguarding training. However, she does not make the most of the opportunities for parents or children to contribute to the self-evaluation.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues, including what might indicate a child is at risk of extreme views. The childminder ensures that her knowledge is up to date and maintains her first-aid qualification. She knows how to report concerns about children to relevant agencies. The childminder implements effective policies and procedures to keep children safe. She carries out regular risk assessments of her home to ensure that she provides a safe environment for children. The childminder closely supervises children as they play and teaches them how to keep themselves safe when using resources.

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

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

- place more emphasis on developing children's early literacy skills so that their progress is accelerated even further
- strengthen self-evaluation even further to include parents' views about aspects of the provision.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY385034                                                                          |
| <b>Local authority</b>             | Bradford                                                                          |
| <b>Inspection number</b>           | 10074184                                                                          |
| <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>       | 2 to 11                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 15                                                                                |
| <b>Date of previous inspection</b> | 11 January 2016                                                                   |

## Information about this early years setting

The childminder registered in 2008 and lives in Baildon, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides early funded education for three- and four-year-old children.

## Information about this inspection

### Inspector

Shirley Maynard

### Inspection activities

- The inspector and childminder completed a learning walk of the childminder's home to understand how the early years provision and curriculum are organised.
- The inspector and the childminder observed individual children during an activity and discussed their learning and progress.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Relevant documentation, including safeguarding policies and evidence of the suitability of adults living at the provision, were looked at during the inspection.
- The inspector took account of written feedback from parents.

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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