

Childminder report

Inspection date: 8 October 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 build strong bonds with the childminder, who is kind and caring. The childminder praises children for taking turns as they play with a ball outdoors. She is a good role model and speaks to children with respect. The childminder gives guidance to support children's good behaviour. For example, she uses regular encouragement.

The childminder teaches children new vocabulary to develop their communication and language skills. For example, as children explore small-world resources, they listen intently to childminder saying the names of animals, such as 'lynx' and 'pig'. The childminder uses familiar songs and nursery rhymes throughout the session to further support children's speech. As they join in with singing, children perform actions to songs, which helps to develop their physical development. For example, children dance as the childminder sings. Children build firm friendships and show care and concern towards one another. They giggle together and show how much fun they are having.

Children learn to manage their personal needs and to be independent. They willingly assist with tasks, such as tidying up. Children make their own choices about what they want to play with. The childminder provides opportunities for children to learn about their local community, such as during visits to playgroups and local cafes. The childminder helps children to have a good understanding of caring for animals, such as her pet cats.

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

- The childminder spends time settling new children into her setting. She gathers useful information from parents to enable her to provide activities and resources that interest children. This helps children to feel safe and secure from the start. The childminder plays alongside children. For example, she models how to make different noises with musical instruments. The childminder is cheerful and positive in her interactions.
- Parents report that they are happy with the care their children receive. They say that the childminder is friendly and provides a loving and warm environment. The childminder provides parents with regular updates about their children's achievements. Families have remained with the childminder over years. For example, the childminder has cared for many younger siblings. This demonstrates how happy parents are with the level of care that is provided.
- The childminder keeps up to date with mandatory training, such as first aid. She accesses a good range of training and is keen to enhance her knowledge and skills further. The childminder has discussions with her co-childminder, and they choose areas for development together. For example, they have attended

training to develop their knowledge of working with children with special educational needs and/or disabilities.

- The childminder identifies what children already know and can do when they start with her. She completes the progress check for children aged between two and three years to assess the progress they make. However, the childminder does not always focus on what she knows about children when planning and delivering some of the activities to help all children to make the best possible progress.
- The childminder helps children to learn about the importance of leading a healthy lifestyle. Children benefit from fresh air and exercise to help keep them fit and healthy. For example, they visit local parks and woodlands. The childminder encourages parents to provide healthy meals and snacks.
- The childminder helps children to learn about cultural events and celebrations. For example, she plans activities to help children to learn about Chinese New Year and Eid. This helps children to recognise and value differences in themselves and others.
- Children demonstrate that they are motivated to learn. For example, they eagerly explore play dough. Children develop a good understanding of mathematics. They confidently count blocks as they build towers during their play. Although the childminder plans a wide range of interesting activities, sometimes she does not adapt activities to challenge children of different ages and abilities.

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:

- plan more precisely for what children need to learn next during activities
- adapt activities more carefully to provide challenge for children of all abilities.

Setting details

Unique reference number	EY392535
Local authority	Bradford
Inspection number	10355251
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 2009. She works with her husband, who is also a registered childminder, in the Eccleshill area of Bradford, West Yorkshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Wednesday, except for family holidays and bank holidays. The childminder holds a qualification at level 3. She provides funded care and early education.

Information about this inspection

Inspector
Kerry Holder

Inspection activities

- The inspector held discussions with the childminder and her co-childminder. She looked at relevant documentation, such as evidence of qualifications and suitability of household members.
- The inspector observed play and learning opportunities for children and undertook a joint observation of an activity with the childminder.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector spoke to children during the inspection.
- The inspector discussed how the views of parents and children are included to drive improvement.

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