

Childminder report

Inspection date: 25 October 2023

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

Children settle quickly at this inviting setting. They show that they build secure relationships with the childminder. The childminder showers children in an abundance of praise and encouragement. She smiles and applauds as she joins in with children's celebrations. Children benefit from an ambitious curriculum and quickly learn to do things for themselves. This includes toilet training and following good hygiene practices. The childminder works closely with her co-childminder to implement a structured curriculum that helps children to prepare for future learning. For instance, there is a strong focus on helping children to develop good communication and language skills. The childminder encourages clear repetition, asks children questions and provides children with enough time to process their thoughts before responding. Children show excitement and enthusiasm as they listen intently to the childminder reading their favourite stories. They join in with familiar phrases and rhymes. Children also join in with singing songs and moving their bodies along to various instructions.

The childminder is a good role model. She encourages children to use good manners, and children form positive relationships with one another. For instance, they help each other to use the garden swing. Children take turns and share resources. This demonstrates children's good social skills.

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

- The childminder works in partnership with parents and other professionals. She signposts parents to relevant professionals for support, advice and guidance. For instance, she supported a family to sign up for dentist treatment for their young child through a local family hub centre. Parents are complimentary about the high-quality care she offers to children. This includes sharing information about their children's learning at the setting. Parents share information with the childminder through an online platform, including about what their child enjoys doing at home. This helps the childminder to provide a consistent approach to children's learning.
- The childminder helps children to develop an awareness of other cultures, traditions and communities beyond their own. This includes through stories, songs and activities.
- Children are physically active in their play. They learn to balance and climb up the large steps to an outdoor slide. Children play football games and manoeuvre around objects in the garden on bikes and in toy cars. The childminder takes children on regular outings, including trips to a nearby dance and movement session. Children explore different movements using ribbons and hoops. They move their bodies in imaginary ways, such as pretending they are driving cars using the large hoops. Children are provided with healthy choices during

mealtimes, and the childminder talks to children about the importance of following a healthy lifestyle.

- Children show that they develop good literacy skills. For instance, the childminder supports children to use different-sized brushes and water during outdoor activities. Children talk about the different marks they make as they 'paint' with water.
- The childminder and her co-childminder complete training and evaluate the setting well. She has a good understanding of how children learn. However, the childminder has not considered ways to build on observing the practice of her co-childminder to help her to raise her own teaching of the curriculum to the highest level.
- The childminder is vigilant and supervises children well. She completes regular risk assessments to ensure that the setting remains safe and secure. The childminder conducts regular fire drills and talks to children about the importance of keeping themselves safe.
- Children develop good creative skills. For example, they take part in role-play games, such as offering to make cups of tea for the childminder during outdoor play. They explore a wide range of wooden sensory objects and talk to the childminder about what they can feel and hear.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of the possible indicators of abuse. She understands her responsibility to report any concerns about the welfare of a child to the relevant external professionals. This includes reporting any concerns in relation to domestic violence and allegations against herself or a member of the household. The childminder has robust procedures in place regarding authorised adults collecting children from the setting. The childminder has detailed policies and procedures in place. This includes procedures for the safe administration of medication and managing accidents at the setting. This helps to promote children's safety and welfare.

What does the setting need to do to improve?

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

- enhance the already good teaching and build on observation of each other's practice to drive practice to the highest level.

Setting details

Unique reference number	EY393082
Local authority	Bradford
Inspection number	10315009
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 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in Holme Wood, Bradford. She works alongside a co-childminder, who is her husband. The childminder provides care Monday to Thursday, from 7am to 5.30pm, all year round, except for family holidays. The childminder holds a childcare qualification at level 3.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- 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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