

Childminder report

Inspection date: 5 April 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder forms strong bonds with children and their families. Children arrive happy and greet this calm and caring childminder warmly. The childminder provides an environment that is safe and inviting for children. Children feel safe and secure. The childminder teaches children to become independent and to manage their self-help skills. She ensures the resources are easily accessible for all children. Children decide which game they would like to play and take it from the shelf. The childminder encourages children to hang their coats up. Children learn to use the toilet independently. They tidy away their toys when they have finished using them. Children become independent learners.

Children's behaviour is good. The childminder has high expectations of their behaviour. Children learn to be respectful of each other. They learn to take turns and play games in small groups. The childminder encourages children to listen to each others ideas. Children respond in an appropriate manner. The childminder reminds children to listen when their friends ask a question. Children develop their resilience and a positive attitude to their learning. The childminder helps children to have a can-do attitude. When children find a game difficult, the childminder is nurturing and caring. She encourages children to keep on trying. Children are proud when they succeed.

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

- The childminder has a clear understanding of what children need to learn while in her care. She knows children very well. The childminder uses this knowledge to support their individual learning and development. She understands children learn in different ways. The childminder provides opportunities for children to develop their own skills. Children are ready for the next stage of their learning.
- The childminder skilfully supports children's language and communication skills. She speaks clearly and calmly and gives clear instructions for children to follow. When asking questions, the childminder gives children time to think before they answer. She is a very good role model. Children confidently communicate with each other.
- Children show an interest in a range of books. They tell the childminder about their favourite stories. The childminder provides a range of books for children to read. Children choose a non-fiction book about bugs. The childminder asks questions about the pictures. She introduces the word 'tarantula' as they look at the spiders, which helps to extend their vocabulary.
- The childminder encourages children to recall their previous learning. She asks children to remember what the worms felt like when they held them. Children remember and tell her, 'it wiggled'. This helps children to learn about the world around them.

- The childminder considers how she can extend children's learning. For example, after looking at a book about bugs she offers children a range of plastic insects and magnifying glasses. Children show high levels of interest and concentration as they use the magnifying glass to look closely at the insects.
- Children enjoy imaginative play with their friends. The childminder encourages children to develop their imaginary skills. She engages in role play with children, guiding and supporting their play when needed. For example, she asks children to make her specific food from the barbecue. She offers some play money to buy the ice creams they have made.
- Children learn a range of mathematical language. The childminder uses the words, 'small', 'big' and 'huge' during their play. She encourages children to count objects. The childminder introduces the words 'spiral' and 'crescent' when playing a game of shape snap, to extend children's skills even further.
- The childminder supports children with special educational needs and/or disabilities well. She identifies when children may need additional support and works with parents to engage the relevant agencies. The childminder works closely with other agencies to provide the support children need. All children make good progress.
- The childminder gains information from parents about what children are learning at school. She has good relationships with some local schools. However, the childminder has not yet developed these relationships with all settings children attend. This means that children are not supported as consistently as they could be in their learning.
- Families are very happy with the care their children receive. The childminder develops positive relationships with children and families. Parents comment the childminder is very supportive and their children love coming and spending time with her. Families stay with the childminder for many years.

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:

- build on existing partnership working to include all settings which children attend, in order to promote greater continuity in children's learning.

Setting details

Unique reference number	EY393264
Local authority	Bradford
Inspection number	10284667
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	3 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 March 2023

Information about this early years setting

The childminder registered in 2009 and lives in the Bierley area of Bradford, West Yorkshire. She operates all year round, except for bank holidays and family holidays. The childminder's setting is open from 9.30am to 3pm Monday, Tuesday, Thursday and Friday in term time and from 9am until 6pm in school holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Miriam Caldecott

Inspection activities

- The inspector discussed any continued 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 inspector observed the quality of education being provided and assessed the impact on children's learning.
- 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.
- Parents and carers shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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