

Childminder report

Inspection date:

13 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Some weaknesses in the childminder's practice hinder her ability to achieve good overall outcomes. There are some periods of time during the day when children's individual learning needs are not consistently met. Children sometimes lack engagement in their play. This does not support children to make consistently good progress.

Nevertheless, children are happy in the setting. The childminder is gentle and nurturing. Children build strong bonds with the childminder and her assistants and feel emotionally secure in their care. They learn to understand their own and other's feelings as they look at pictures of faces showing different emotions. The childminder talks to children about feelings, building their recognition. This supports children to begin to learn how to manage their own feelings and behaviour.

Children develop a good understanding of number and mathematical language. For example, they count to check that they have the correct number of seats at the table for their friends. Children hear and use words such as 'small' and 'bigger' as they play alongside the adults. They show a keen interest in counting and accurately say numbers in the correct order. Children develop the skills and knowledge needed to continue in the next stage of their mathematical development.

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

- The childminder does not fully consider how best to support children when they explore activities and experiences independently. This sometimes results in children not always engaging in stimulating play. They do not always sustain attention to the resources and toys available. Children sometimes choose to watch television rather than engage in purposeful play. This does not promote children's positive attitudes to learning.
- Children enjoy the focused activities provided by the childminder. For example, they concentrate for long periods as they make models with play foam. Children talk about their models and think of their own ideas while they play. They show pride in their achievements as they show what they have made to their friends.
- Children behave well in the setting and listen to the instructions of the childminder. At times, when children need further support with their behaviour, the childminder speaks gently to children and explains what is happening next. This supports children to understand what is expected of them. Furthermore, children build positive relationships with the childminder.
- The childminder supports children's communication skills well. She encourages conversation and repeats key words back to children. The childminder uses

picture cards to introduce children to new words and ideas. Children enjoy singing a range of action songs and rhymes, eagerly joining in with the words. This supports them to widen their vocabulary and develop their understanding.

- Children have access to a wide range of books. When children show an interest in a book, the childminder sits with children and reads with them. However, the childminder has not considered ways in which she can further encourage children who may be unwilling to join in with story time sessions. This does not support all children to develop a love of books and stories.
- Children develop a strong sense of independence and responsibility. For example, they are keen to help to carry small chairs when helping to set up the tables for an activity. Children manage taking off their own coats and shoes when they arrive at the setting. This helps children's self-esteem to grow.
- Parents and carers say that their children grow in confidence in the care of the childminder. She provides parents with daily updates about their children's development. Parents are well informed about what their children are learning in the setting. This helps them to work in partnership with the childminder and continue to support children's learning at home.
- The childminder has regular supervision meetings with her assistants. This enables them to discuss children's progress and plan for their next steps in learning. However, professional development opportunities for the childminder's assistants are limited to mandatory training. This does not support them to improve their skills and knowledge to even higher levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are supervised well and are safe in the setting. Safety gates are in place to ensure that children cannot access areas such as the stairs or kitchen. All of the childminder's assistants have received safeguarding training. They are able to identify signs and symptoms of abuse and neglect. The childminder and her assistants understand what action they must take if they are concerned for a child's welfare. They know the procedures to follow if they are concerned about the practice of other adults in the setting. The childminder provides short quizzes about aspects of safeguarding for her assistants. This helps to check their safeguarding knowledge and keep it up to date.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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consider the individual learning and development needs of children, supporting them to be engaged in their learning and play in order to achieve consistently good outcomes.	07/04/2023
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To further improve the quality of the early years provision, the provider should:

- consider further ways to enhance the use of stories and books to support all children to be excited by and develop a love of reading
- provide targeted professional development opportunities for assistants to improve their skills and knowledge to even higher levels.

Setting details

Unique reference number	EY393264
Local authority	Bradford
Inspection number	10260404
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	28 September 2022

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 setting is open from 7.30am to 5pm, Monday to Wednesday, and from 9am until 2pm on Thursdays. The childminder holds an appropriate qualification at level 3. She works with three part-time assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

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 spoke to the inspector about their intentions for children's learning.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistants and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views on the 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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