

Childminder report

Inspection date:

31 January 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

Children feel happy and safe in the presence of this caring childminder, who develops a warm and secure relationship with them. They go to the childminder for cuddles and reassurance. The childminder knows children well and plans activities based on their interests. However, she provides children with so many resources that they find this overwhelming at times. This makes it difficult for some children to remain focused in their play. The childminder does not consistently support children to make the progress that they are capable of. That said, at times, some children show high levels of concentration during their play. For example, two-year-old children persist with connecting the pieces when making a train track.

Parents report that their children are happy and eager to attend. Parents like the 'homely environment' which the childminder offers. The childminder shares information about the care routines and activities which their children have taken part in each day. However, she does not consistently share information about children's learning and development with parents and other settings that children attend. Parents are not always supported to extend their children's learning at home.

The childminder has clear expectations of children's behaviour. She supports children to manage their own emotions. The childminder shows care and compassion towards younger children's developing needs. Children follow simple requests. They pick up toys, put them away and begin to learn to share with each other.

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

- The childminder offers some activities based on children's interests. She then adapts these when children are not engaged. The childminder provides some opportunities to develop children's curiosity and concentration. However, she has not developed her knowledge and skills to ensure that all children are engaged in consistent high-quality learning experiences.
- The childminder has a good understanding of what children need to learn. However, she does not consistently plan the curriculum to support children's next steps in learning. Children have access to a large quantity of resources, but the childminder does not have a clear focus on what she wants children to learn from using them.
- The childminder has relevant forms in place to complete the progress check for children aged between two and three years. She uses observations and information from parents to assess children's development when they first start. However, the childminder does not share clear information about children's learning with parents or other settings that children attend. This has an impact

on the continuity of care and education for all children.

- Children have regular opportunities to develop their physical skills. They go on daily walks, visit the park and play gyms. Children take part in activities to develop strength in the muscles in their hands, for example completing jigsaws and using a spoon to feed themselves.
- Children's communication and language skills are well supported. The childminder models language effectively, repeats words and phrases and uses the correct pronunciation. She introduces new words and extends children's language naturally during play. For example, she asks 'Are they scary spiders?' when children look at the picture of a spider, and 'Shall we build a long road?' when playing with the cars.
- Children's behaviour is generally good. The childminder is a good role model, saying 'please' and 'thank you' and praising good behaviour. She encourages children to share and supports them to play together. The childminder is patient and calm when young children become frustrated. Her calm approach ensures that children quickly become re-engaged. This helps children to learn to self-regulate and quickly return to their learning.
- Children show good levels of independence. They competently feed themselves, access their own water bottle when they are thirsty and ask for snacks when they are hungry. At times, the childminder encourages children to keep trying when faced with difficulties. For example, when children struggle to reach a toy, she suggests 'Can you go round the side?' so that they can reach it. Children begin to learn how to keep trying and find solutions.
- Children easily access a range of books. They enjoy looking at books independently and sit with the childminder to listen to stories. Children showed the inspector the pictures in the books and turned the pages competently. They begin to develop a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her knowledge since the last inspection and has attended courses relating to safeguarding. She can identify the signs and symptoms of abuse, including those relating to the 'Prevent' duty. There are clear policies in place. The childminder knows where and who to report any concerns to regarding children or adults in the setting. The setting is safe and secure. The childminder carries out risk assessments each day, at the setting and for outings, to ensure that children stay safe. Children learn about the rules when touching the animals and the need to wash their hands afterwards. The childminder holds a relevant first-aid certificate.

What does the setting need to do to improve?

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

- continue to develop knowledge and skills to be able to support children's play through high-quality learning activities and effective teaching
- plan the learning environment more effectively to support children to be inspired in their learning and become deeply engaged in their play
- provide parents with further information about their children's progress and to support them to extend their children's learning at home
- expand on partnership working with other settings that the children attend to promote greater continuity in children's care and learning.

Setting details

Unique reference number	EY396036
Local authority	Bradford
Inspection number	10247671
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 8
Total number of places	5
Number of children on roll	4
Date of previous inspection	22 June 2022

Information about this early years setting

The childminder registered in 2009 and lives in Bingley, West Yorkshire. The childminder provides childcare from Monday to Friday, all year round, from 8am until 5.30pm, except for bank holidays and family holidays. She holds an appropriate childminding 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 provider.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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