

# Childminder report

---

Inspection date: 3 May 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

This caring childminder and her knowledgeable assistant provide a safe and secure environment for children. They have created a welcoming, home-from-home setting where children flourish. Children demonstrate how fond they are of the childminder as they affectionately snuggle into her. The childminder places an emphasis on nurturing children's emotional well-being. They benefit from personalised, supportive settling-in sessions before they start. This helps children settle quickly.

Confident children busy themselves in the well-resourced, stimulating environment, both indoors and outdoors. The curriculum is tailored to each child's developmental needs and interests. Communication and language are a priority. Calm and comfortable times sitting together and enjoying stories about dinosaurs help develop children's love of reading. They excitedly choose songs to sing, and animatedly join in with actions. Children are supported to develop their speech sounds and pronunciation in creative ways, practicing moving their mouths while looking in the mirror. This helps them to make good progress with their speech development.

Children demonstrate good levels of independence. They are given gentle encouragement to have a go at opening food packaging at mealtimes. Where children struggle with tasks, the kind childminder is on hand to show them how to do things, such as unfastening their shoes. This reassurance helps to develop children's positive attitudes and raise their self-esteem.

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

- Those children that prefer to learn outdoors enjoy their time here. They practice early writing skills through making marks in sand and painting with coloured water. Children develop their understanding of the world as they collect flowers and hunt for insects using magnifying glasses. Children are taught skills, such as how to catch and kick a ball. When they master skills, such as kicking a ball, new elements of challenge, such as kicking up hill, are added. This helps children to make good progress with their physical development.
- The childminder and her assistant know children very well. Activities and resources are tailored to their unique interests. For example, children show fascination as they add green powder, the same colour as their favourite superhero, to water. However, on occasions, the childminder is not entirely clear about what she intends for children to learn during some planned activities. This means that activities become disjointed, or there is too much information for young children to process at once.
- Children understand the importance of respect and kindness, with the

childminder acting as a superb role model. They learn about turn-taking while socialising at playgroup. Children participate in Eid celebrations and tea parties for the King's coronation. This helps to promote an appreciation of people's similarities and differences, with everyone's unique backgrounds embraced and celebrated.

- The childminder and assistant provide lots of reassurance and encouragement. For instance, they tell children 'you can do this, you are very strong!' as they tackle new challenges. Children are showered with praise, as the childminder shares in their pride. However, she does not ensure that this praise is specific, to help children understand what they have done well. This means that it sometimes becomes meaningless and does not help younger children develop their sense of what is right and wrong.
- Parents speak highly of the childminder, commenting that she 'goes above and beyond for children'. They say that their children are very happy here. The childminder shares valuable advice with them about the importance of reading books at home and keeping children safe while using the internet.
- The passionate childminder is proactive in seeking the views of parents to evaluate her setting. She is highly reflective, continuously researching and networking with other professionals to identify her strengths and areas for development. Since the last inspection, the childminder has been working hard on developing her outdoor provision. This means that children now have wider opportunities to develop their physical skills and learn about the world around them.
- The childminder regularly completes training and personal research to ensure that her knowledge remains up to date. Furthermore, she quickly implements the things that she learns into her practice, positively impacting outcomes for children. For example, training on supporting 'fussy eating' has led to further supporting children's healthy diets.

## 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:**

- ensure that the intended learning of planned activities is clear to fully support children's progress
- ensure, when praising children, this is meaningful and helps children understand the reason for this by attaching it to an action or task.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY402953                                                                          |
| <b>Local authority</b>                             | Bradford                                                                          |
| <b>Inspection number</b>                           | 10335246                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 8 June 2018                                                                       |

## Information about this early years setting

The childminder registered in 2010 and lives in Shipley, West Yorkshire. She operates all year round from 7am to 10pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with one part-time assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jessica Copland

### Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder, assistant and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024