

Childminder report

Inspection date: 19 August 2024

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

The childminder knows the children in her care well. They settle quickly and are motivated to take part in the planned activities. Children of all ages are happy in each other's company. Behaviour is good. The childminder supports children to be kind and helpful. For example, older children offer lots of encouragement and praise as they help younger children to learn their shapes. Younger children freely access toys and equipment from low-level containers. Older children find a quiet space to play board games and look at books. Children of all ages know that their choices and opinions matter, which boosts their self-esteem and well-being.

Children know the routine of the day well. A visual timetable supports the youngest children and those who may have additional needs. This helps them to feel safe and secure, as they know what to expect throughout the day. Children make good progress from their starting points. The childminder bases her curriculum on the skills that children need to learn next. For example, children are working on their speaking skills. The childminder asks them questions about the story they have been listening to. They recall key information from the story and offer different viewpoints. This helps children to develop a love for books.

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

- The childminder has a good understanding of child development. She continuously observes and reflects on children's achievements. Various tools are used to help identify any gaps in children's knowledge. The childminder knows when and who to contact should she have any concerns about children's development. This helps to ensure that any gaps in learning are closed.
- The childminder promotes children's healthy eating. She provides healthy and nutritious meals and snacks. Children eagerly eat their lunch and ask for more. They help to prepare their fruit snacks and talk about what foods are fruits or vegetables. Parents say that they appreciate the range of food on offer, as children will not always try new foods and textures at home.
- Overall, the childminder supports children's language development well. She joins in with children's activities, supporting and extending their learning. However, at times, the childminder asks the youngest children too many questions, one after the other. She does not leave gaps in conversations, which leaves children feeling overwhelmed.
- Children enjoy taking part in numerous craft activities. These are often linked to a key story. For example, children are looking at the book 'The Gingerbread Man'. Children learn about shapes, colours and textures as they decorate their gingerbread man picture. The childminder describes what children are doing as they use glue. She uses words such as 'dripping' and 'spreading' to enhance language. These activities help children to understand and explore the story in

detail.

- Children have lots of opportunities to be physically active in the garden. They develop their physical skills by playing with hula-hoops, throwing beanbags at targets and playing parachute games. Children benefit from learning how to ride balance bicycles and use scooters. However, the childminder does not consistently support children to understand about some risks while developing their physical skills, such as riding bicycles.
- Children are supported in becoming increasingly independent. They know how to wash their hands after using the toilet and in preparation for meals and snacks. Children talk with the childminder about washing the germs away. They excitedly talk about using knives to cut up their melon for their afternoon snack. Children learn to put on their own shoes, pour themselves drinks from a jug and wipe their own noses. This helps to prepare children for the next stage in their development, including starting school.
- The childminder uses the settling-in period to gather information about every child and to start building a positive relationship with parents. Parents give high praise for the care their children receive. They like the online platform that the childminder uses, as it keeps them updated on children's day-to-day activities and their development. Parents state that the childminder is 'extremely supportive' and has 'children's best interests at heart'.

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:

- reduce the number of questions, and listen to children's responses to build on children's conversational skills
- consider ways to help children to understand about taking safe risks while developing their physical skills.

Setting details

Unique reference number	EY403077
Local authority	Bradford
Inspection number	10357586
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 December 2018

Information about this early years setting

The childminder registered in 2009 and lives in the Wrose area of Bradford. The childminder holds an appropriate early years qualification at level 3. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Suzzanne Thompson

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 childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on 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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