

Childminder report

Inspection date: 6 March 2025

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 creates a welcoming environment for children. She makes it safe by using a range of methods, such as safety gates and door guards, and implements a robust cleaning system. Children move confidently around the play areas, both indoors and outdoors. They choose which resources to engage with and practise skills, such as mark making and moving in different ways, that develop their balance and coordination. Children are excellent communicators and express their needs and wants clearly. The childminder gives them choices throughout the day so that they have a voice, they feel valued and are confident to express their preferences.

The childminder encourages independence and children are enthusiastic to do things for themselves, such as locating their shoes and putting them on. Children take pride in their achievements and the childminder gives them praise, which they respond to with beaming smiles. Through implementing her curriculum, the childminder supports children to make good levels of progress in their learning, including those children with special educational needs and/or disabilities (SEND). The childminder is a positive role model and children are attentive listeners, enjoying familiar stories and singing spontaneously during their play.

Children learn to be respectful and tolerant of each other and the childminder has high expectations of behaviour. Any small disagreements are resolved calmly and quickly, as she reminds them of the importance of teamwork and sharing.

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

- From the beginning of their relationship, the childminder supports transitions by establishing strong, supportive and caring relationships with children and their parents. She takes account of individual needs and children settle in well. Sharing information on a regular basis ensures that children benefit from consistency. Aspects that may impact a child's well-being are discussed so that they can be supported in the most effective way.
- The childminder is reflective of her practice and continues to develop her provision, incorporating new ideas. She has made recent improvements to her outdoor curriculum in a range of ways, following completion of an early years course. This includes opportunities for numeral recognition, categorising, sorting and matching colours of balls outside in the ball pit. Children develop gross motor skills as they climb steps using alternate feet, before balancing as they change position to sitting and finally sliding down to the floor. They squeal with delight as they re-visit this activity, consolidating their skill. However, the childminder has not yet thought about how she can transfer this new knowledge to implement the curriculum more effectively indoors, to promote children's

learning further.

- Children learn about the local area in which they live. The childminder takes them on walks to parks and to the library, which helps them to develop a sense of community.
- The childminder understands the importance of giving children time to process and answer before she asks a further question. She adapts her communication style to fit the developmental stage of different children. This helps children learn new vocabulary and become skilful and confident communicators.
- Children learn to be healthy and are provided with nutritional home-made food. They select different fruits at snack time and are reminded to stay hydrated through accessing water at regular intervals. Children learn to express how they are feeling through selecting different emotions shown on different pegs. This labelling of emotions helps children understand that it is natural to experience a range of emotions at different times of the day and that talking about it is important.
- Having established strong links with other providers, the childminder implements targets set by professionals, such as speech and language therapists. Children with SEND make good progress in their learning because they receive this targeted support. The childminder works closely with parents to share children's targets and completed statutory assessments. This important partnership working enables the home and setting to work together, providing children with a cohesive approach to accelerating their learning.
- The childminder values the importance of working closely with parents and provides emotional support to them as well as signposting to other agencies, as required. Parents feel that the childminder takes great care of their children, that she provides a range of interesting activities and experiences for them and prioritises their safety and well-being. They explain how much their child enjoys coming to her setting, often not wanting to leave at the end of the day. They add that their child is progressing well academically, especially in terms of their language and communication.

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:

- make better use of knowledge from training to further support the implementation of the curriculum.

Setting details

Unique reference number	EY408247
Local authority	Bradford
Inspection number	10380354
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	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in the Oakworth area of Keighley. She operates all year round from 8am to 5pm, Monday to Friday, except for family holidays and bank holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Jane Mumby

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- 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 the children.
- Parents shared their views of 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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