

Childminder report

Inspection date: 28 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

Children show that they are happy and settled in the childminder's care. They play confidently or cuddle up to her when upset or tired. Caring, close bonds and positive relationships between childminder, children and families are well established. The childminder supports children's physical well-being through regularly planned outings to nature areas, parks and the locality. These support children in learning about the world and enable them to run, climb, balance and explore. Parents speak positively about the outings, which enhance children's experiences. The childminder's focus on outdoor learning aims to develop children's unique character and allow them to 'be themselves'.

All children that attend the setting benefit from the ambitious curriculum the childminder provides. She has a clear view of what she wants the children to learn. The childminder works with parents to establish children's starting points and plans experiences that build on from these. As a result, the childminder knows children well and they make good progress. The childminder has high expectations of children's behaviour. She modifies her expectations to the developmental stage of individual children. She works with parents to help children know what is expected. She acts as a positive role model, using polite manners and gentle explanations. This helps children learn to be part of a group, take turns, wait and share.

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

- Since the last inspection, the childminder has developed her skills in promoting children's speaking skills through training. She speaks clearly, repeats words, extends sentences and teaches new words as children play. She models listening, showing she is interested in what children say. She reads stories and talks about books. These experiences help to develop children's speaking, listening and enjoyment of reading.
- Children are given lots of chances to develop their physical skills. For example, in the garden, children push prams and trolleys. They fill containers with water having mastered the water tap. Children use paint brushes and mouldable sand to help them develop hand strength and dexterity. On outings, children develop their large muscles as they play and explore the environment.
- The childminder encourages children's independence skills, such as washing their hands, wiping their nose and serving themselves at lunchtime. However, she does not consistently have high enough expectations of what older children can do for themselves. Therefore, she overlooks chances for children to take responsibility themselves. For example, children wait while the childminder collects resources and sets them out for an activity.
- Children enjoy watching sand timers and talking about which one finishes first. Children develop their knowledge of shape and size as they complete jigsaw

puzzles. Children start to identify different amounts of objects as the childminder talks about numbers. These experiences provided by the childminder support children's early mathematical development.

- Children learn about special days, such as Mother's day. They keenly talk about their family as they explore colours and textures while they create a painting for mum. The childminder shares cultural books and toys as she teaches children about different festivals and celebrations. These activities help children to start to know about different people and what makes them special.
- The childminder sends home information about healthy eating to support parents who choose to send in food. She also provides healthy meals, drinks and snacks. This helps children to learn about making healthy choices.
- Partnerships with parents and others are positive. The childminder prioritises children's well-being and development. She works effectively with others, such as speech therapists, so that children get the help required. The childminder invites teachers to the setting and shares information about children's learning with them. This helps children to move on to school smoothly and continue their learning.
- The childminder is keen to continue to develop her knowledge and skills through training. For example, she is studying promoting children's thinking skills through outdoor learning. As a result of this, she has enhanced outdoor water play to deepen children's exploration.
- The childminder accurately identified the setting's strengths as outdoor play and the relationships she develops with others. However, she has not sufficiently prioritised the organisation of toys, as identified in the last inspection. The childminder has a wealth of toys, although the way they are stored prevents children from accessing them. This means that, at times, children cannot follow their interests and lead their own play.

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:

- develop children's sense of responsibility and independence skills further, particularly for older children
- organise toys and equipment in the environment to maximise children's self-selection, interests and learning.

Setting details

Unique reference number	EY409256
Local authority	Bradford
Inspection number	10380412
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	18
Date of previous inspection	7 June 2019

Information about this early years setting

The childminder registered in 2010 and is located in Ilkley, West Yorkshire. She operates all year round from 7am to 5pm, Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. On Wednesdays, the childminder works from 7am to 9.30am and from 3.30pm to 5pm. The childminder holds an appropriate qualification at level 5. She works with a registered assistant during the school holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Mason

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector discussed how the childminder organises the early years setting, including the aims and rationale for the early years curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting, which were taken into account during the inspection.
- 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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