

Childminder report

Inspection date: 2 March 2020

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 provides a happy, safe and caring environment. She forms good relationships with parents, who say that they are very happy with the care their children receive. The childminder supports children who are transitioning to school. She encourages children to have a positive attitude towards their learning. For example, children are keen to try to write their name on the pictures they have made with different shapes. They are eager to tell the childminder which is a 'triangle' and which is a 'rectangle', and then count how many sides each shape has. Children know when it is time to sing. They sit on the colour that they have chosen on the parachute. Children wait patiently and choose a prop from the song bag. They then confidently sing the song linked to the prop. For example, young children try to sing about the star, while doing the actions to match the song. Afterwards, children freely move around the rooms choosing the different toys that they wish to play with. For example, some children are keen to get the toy laptop and pretend to type, saying, 'We are working too'.

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

- The childminder promotes children's independence. She encourages all children to do things for themselves. For example, they wash their hands before eating and are very keen to help to tidy the toys away.
- The childminder displays a very calm and caring nature. She provides a warm and welcoming environment. Children settle quickly, build very secure relationships with her and get a lot of reassurance as they arrive. Children's emotional well-being is supported effectively.
- The childminder has a desire to keep improving the service that she provides. She undertakes research and identifies areas for development to further improve outcomes for children. The childminder reflects on her practice well and involves parents. For example, she sends out regular questionnaires, through which parents express what a good selection of toys and resources the childminder has.
- The childminder observes children's learning and assesses their development. She identifies any gaps in children's learning and offers them further support where needed. The childminder records children's detailed starting points in development when they start at her setting. However, she does not use her assessment systems as well as possible to consistently identify children's precise next steps of development in all areas of their learning.
- Funding for children is used effectively to provide the targeted resources and experiences that some children require to develop their care and learning. For example, the childminder is improving her outdoor area to promote children's climbing skills, as well as purchasing resources for children who are going to school soon.

- The childminder forms effective partnerships with parents from the outset of caring for children. This helps to promote continuity for children's well-being and learning. Parents receive daily feedback. Diaries are used for younger children to share information with their parents about their day. However, the childminder does not consistently gather information about children's learning at home from parents.
- The childminder works well with local schools and nurseries that children also attend to ensure a consistent approach to supporting their learning. She also uses effective ways of sharing information with other professionals from health services. For example, when completing the progress check for children aged between two and three years, and collecting information about children's learning and development from other settings that they attend.
- The childminder supports all children to develop good communication and language skills. She models new vocabulary to them consistently, and sensitively repeats words clearly. The childminder asks good questions which are age-appropriate and give children time to think and reply. As children respond, the childminder gives them lots of praise.
- The childminder supports children's early literacy skills well. Children go and choose a book from the good selection available. They sit cosily with the childminder and listen to a story about dinosaurs, expressing how they love dinosaurs and how big they are.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training and keeps up to date with any changes to guidance and legislation. She knows what to do if she is worried about a child who may be at risk of harm, including from extreme views or behaviours. The childminder has put together and implements a good range of policies and procedures, and shares this information with parents so that they are informed of her role and responsibility. She practises and records fire drills with children regularly, to ensure that they are aware of how to leave the home in an emergency.

What does the setting need to do to improve?

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

- enhance the opportunities to gather more consistent information from parents about their child's learning at home
- develop the use of monitoring and assessment systems to consistently identify children's next steps of development more precisely and support their learning.

Setting details

Unique reference number	EY412757
Local authority	Bradford
Inspection number	10074524
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	16
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in the Cullingworth area of Bradford, West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Jane O'Callaghan

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint observation of an activity was completed by the inspector with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector completed a walking tour of the premises.

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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