

Childminder report

Inspection date:

21 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children form close bonds with the childminder, who provides a warm, nurturing environment. They feel safe and secure, confidently approaching the childminder for cuddles and comfort. Children show curiosity and enthusiasm as they eagerly explore the exciting, well-planned activities on offer. They develop their confidence, have fun and learn new skills. Children have lots of opportunities to develop their physical skills. For example, they go outside every day into the large, enclosed garden or go on a trip to the local park and woods. Here, they walk, run, crawl and climb. Children kick leaves and dig in the outdoor sandpit. They develop their muscles as they lift logs, ride bikes and kick balls. Children get fresh air and learn about the world around them. They take part in activities such as they feed the birds and look for insects.

Children's communication and language skills are promoted well by the childminder. For example, the childminder regularly reads stories to children, who listen attentively. Children spontaneously sing familiar songs and recite nursery rhymes. They are encouraged to listen to the sounds around them. As a result, children learn how to express their thoughts, learn new words and develop a love of books. The childminder introduces mathematical concepts through children's play and routine activities. For example, while playing outside, she introduces language, such as 'big' and 'little', 'under' and 'over'. Children are encouraged to count and identify the different colours that they can see around them as they play.

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

- The childminder accurately assesses children's stages of development. She recognises gaps in children's learning and seeks professional support for children where there are concerns about their progress. As a result, the childminder puts interventions quickly in place.
- The childminder knows children very well. The curriculum which she prepares reflects children's interests and supports them to build on what they know and can do. However, sometimes during children's play, the childminder asks children numerous questions without giving them enough time to think and respond.
- Partnerships with parents are strong. Parents are very complimentary about the childminder. They comment on how well she shares information regarding their children's development. Parents comment on how much their children love to attend and describe the setting as a, 'home-from-home'. They appreciate her flexibility and guidance to meet their own family needs.
- Children behave very well. They attend regular social groups and meet up with other children. This helps children to develop friendships and learn about

feelings and emotions. Children are encouraged to take turns and to share resources. The childminder is a good role model and praises children at every opportunity. This supports children to develop their self-esteem and to take pride in their accomplishments.

- Children learn about the diverse society in which they live in. For example, they go on regular walks in their local community and on outings to libraries, shops and play centres. Children learn about similarities and differences. For example, they access a broad selection of resources, such as books, jigsaws, small-world people and games. They learn about different cultures and religions through well-planned activities around seasons, traditions and festivals.
- Children are beginning to understand the importance of good health and keeping safe. For example, the childminder provides healthy and nutritious meals and drinks. Children are encouraged to wash their hands before eating and after blowing their noses. They learn about oral health through activities and stories. The childminder teaches children about road safety when walking to and from school. However, while the childminder has appropriate safeguards in place, for internet use, she has not fully considered how to support children's knowledge and skills around internet safety.
- The childminder regularly cares for children before and after school. She plans for the care and learning needs of older children and they enjoy spending time with their friends. The childminder shares key information with schools. This supports a smooth transition and helps children to settle.
- The childminder is committed to her own professional development. She ensures that she keeps mandatory training up to date. The childminder also seeks out new training courses and researches information to enhance her knowledge and skills. She seeks feedback from parents to help her to make improvements in the service that she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about safeguarding and understands her role and responsibilities. For example, she knows the signs and symptoms that might indicate a child is at risk of abuse or neglect, including female genital mutilation. The childminder understands the procedures to take if she has any concerns. She understands her role and responsibilities reflected in the 'Prevent' duty. The childminder is aware of the procedures to take regarding complaints and allegations of abuse. She undertakes regular risk assessments and has an up-to-date first-aid certificate, with a secure knowledge of what to do if a medical emergency occurs. The childminder has procedures in place regarding administering medicines. She knows her responsibilities regarding records and paperwork. The childminder understands her role with regard to fire safety and undertakes regular practice drills with children, should they have to evacuate the setting.

What does the setting need to do to improve?

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

- allow children more time to listen and respond during interactions
- support children to gain an effective understanding of when they may be at risk when using the internet and digital technology.

Setting details

Unique reference number	EY417555
Local authority	Bradford
Inspection number	10229566
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	2 to 11
Total number of places	10
Number of children on roll	25
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2010 and lives in Bradford, West Yorkshire. She operates all year round, from 6.45am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Jayne Ward

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 childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to a parent during the inspection and took account of their written views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder and the children, to help evaluate the quality of education.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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