

Childminder report

Inspection date: 4 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

Children play happily with each other. They demonstrate that they feel safe and busily engage in their play. The childminder makes sure that she offers resources and activities which interest children. For example, children enjoy playing with pretend snow and animals in a large tray. The childminder successfully weaves mathematics into the activity as she encourages children to count the number of animals they have found. Children develop good independence. They manage their own self-care needs well, such as handwashing and learning to feed themselves. Children are keen to help the childminder to prepare their own lunch. They carefully butter their bread and chop up their banana.

Children enjoy spending time with the childminder and are keen to involve her in their play. They respond well to the childminder's clear and high expectations of their behaviour. When minor conflicts occur, the childminder encourages children to use their words to express how they are feeling. Children quickly learn how to cooperate with others, listen, share and take turns. The childminder gives children lots of praise to help to develop their self-esteem and confidence. Children show a sense of pride in their achievements. They demonstrate good imaginations and excitedly tell the childminder that they are building a pretend 'campfire'.

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

- The childminder checks how well children are achieving in all areas of their development. She has a good understanding of how children learn and develop. The childminder plans a curriculum which takes into account children's previous experiences and what they need to learn next.
- The childminder takes time to settle children in. She spends time with children and their families before they start. This helps children to feel emotionally secure. When children begin at the childminder's setting, she sends their parents photographs throughout the day to reassure them that their child is happy in her care.
- Children are curious and develop good attitudes and skills for their future learning. For instance, they develop their early writing skills as they make marks and patterns in pretend snow. Children show great excitement when they find the toy animals that the childminder has hidden.
- Children are keen learners who show high levels of concentration during their chosen activities. For example, they engage for long periods when pushing toy cars along pretend roads on a play mat. Younger children persevere during activities. For instance, they keep on trying when joining pieces of a train track together and dressing dolls.
- The childminder promotes children's communication and language well. She takes opportunities to widen children's vocabulary during activities. She uses

meaningful examples so that children remember and use new words themselves, such as 'half', 'Arctic' and 'walrus'. The childminder naturally uses songs and rhymes when children are playing. Children join in happily, and particularly enjoy singing 'The Wheels on the Bus' when they are playing with toy vehicles.

- Parents speak highly of the care that their children receive. The childminder shares regular information with them through photographs, daily chats and sharing their children's learning journeys. Parents comment that they are grateful for the high-quality care that the childminder provides.
- Children benefit from regular opportunities to be out in their local community to complement the activities that the childminder provides in her home. They are offered a wide variety of visits to places such as museums, castles, parks, playgroups, soft-play centres and sensory rooms each week.
- The childminder reviews her practice and takes steps to keep her knowledge up to date. For example, she attends training courses and shares knowledge with other childminders. The childminder makes clear plans for development. For example, she intends to develop her outdoor area to provide children with more opportunities to explore and investigate.
- The childminder takes children to the library each week and reads them stories. However, opportunities for children to develop an interest and love of books when they play are sometimes limited.
- Children learn about ways to keep themselves healthy. For example, they understand the importance of washing their hands. Children also benefit from healthy meals, snacks and drinks, and enjoy plenty of fresh air and exercise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of the potential risks children may face. For example, she talks to children about how to be safe when using the internet. The childminder knows how to identify and report a concern when she thinks a child may be at risk of harm. She helps children to develop an awareness of keeping themselves safe. For example, younger children are reminded not to climb on their chairs at mealtimes, and not to put too much food into their mouths in case they choke. The childminder uses robust risk assessments and safety measures to protect children in her home and on outings.

What does the setting need to do to improve?

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

- extend the opportunities children have to access books when they play, to extend their love of reading and early literacy skills
- implement the plans to develop the outdoor area, to offer those children who prefer to learn outside more opportunities to investigate and explore.

Setting details

Unique reference number	EY421216
Local authority	Bradford
Inspection number	10074685
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 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 2011 and lives in Baildon, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The childminder and the inspector reflected on a children's learning together.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector took account of the views of parents from written statements available.
- The inspector looked at a sample of documents, including evidence of the childminder's training and the suitability of those living and working on the premises.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.

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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