

Childminder report

Inspection date: 12 September 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder places a strong focus on developing children's self-care and language skills. From a very young age, children demonstrate they are independent. They put on their own shoes and coats with ease. They go to the toilet by themselves, switch off lights, gather the resources they need and use cutlery effectively. Children know the routines and procedures and thrive as a result. They are happy and settled. They listen to instructions from the childminder and follow them capably. Children make their own choices and new children quickly settle in. The childminder supports children effectively to build their confidence and persevere when things are difficult. Children demonstrate they will keep on trying as they dress teddies or construct with blocks. Children encourage each other not to give up.

The childminder has high expectations of children. She supports them as they work and provides them with immediate feedback so that they can improve quickly. Children positively engage with the activities provided and look after toys and equipment. They learn how to keep babies safe. For example, they learn that small objects can be dangerous and keep them out of babies' reach. Children tidy up proficiently. They acquire the skills and knowledge they need for the next stage in their learning.

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

- Children speak with clarity and confidence from a young age. The childminder regularly holds long and meaningful conversations with the children. She introduces new vocabulary, such as 'buzzard' and 'hail', as the children observe nature. The childminder helps children to understand the meaning of new words by providing opportunities to think back to past experiences. This helps children to practise using new vocabulary and deepen their understanding of words.
- The childminder successfully supports children to follow their interests. They think for themselves and test out their ideas. For example, when children show an interest in fast moving cars, the childminder helps them to set up a race game. Children explore speed and distance. This helps to develop their mathematical skills as they compare how far the cars have travelled.
- The childminder shares stories with children at the end of every day as children get ready to go home. Books are available for children to access. However, the childminder does not place a strong enough focus on developing the children's love of books and stories, either in the setting or at home. This impacts on children's literacy skills and their ability to develop a stronger interest in books.
- The childminder uses assessment effectively to quickly identify any gaps in children's learning. She plans activities that build on these areas and shares this information with parents. The childminder knows the children in her care very

well. She precisely identifies what they need to work on next in order to improve. She checks on children's progress frequently so that any gaps in learning are quickly addressed.

- Children learn about keeping safe as they talk about the food in the home corner. They discuss allergies and act out ringing for help when someone is allergic and feeling poorly. The childminder supports children to have detailed conversations, using specific vocabulary, such as 'lactose' and 'gluten'. This develops children's understanding of differences and teaches them important life skills and to seek help when needed.
- Children are kind to each other and generally take turns well. When there are small disagreements, the childminder takes swift action to help children to resolve problems. The childminder encourages children to talk things through. However, the strategies she uses to manage the behaviour of children with special educational needs and/or disabilities (SEND) are less effective. The childminder does not consistently address unwanted behaviours of children with SEND. Therefore, children with SEND do not consistently advance their social skills, which impacts on their learning in this area.
- Parents say they are very happy with the care the childminder provides and the progress their children make, especially in their language skills.

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:

- review the curriculum for literacy in order to fully promote children's love of books and reading, both in the setting and at home
- seek further professional development, focusing training on supporting the behaviour of children with SEND.

Setting details

Unique reference number	EY425072
Local authority	Bradford
Inspection number	10355289
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	23 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in the Bailden area of Bradford, West Yorkshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. She offers government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Ginny Robinson

Inspection activities

- The inspector spoke to children during the inspection and took account of their views.
- Parents left written feedback for the inspector to consider.
- The inspector observed the interactions between the childminder and the children.
- The childminder gave the inspector a tour of the premises and explained what she wants the children to learn.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.

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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