

Childminder report

Inspection date: 17 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children make good progress in their learning and development in this home-from-home setting. This can be attributed to the good support they receive from the caring childminder who knows their likes, dislikes and abilities. All children arrive with enthusiasm for the day ahead. They demonstrate that they are settled and happy. They learn to play cooperatively and show kindness to others from a young age. Children are keen to explore, investigate and join in with the good range of activities that the childminder plans to promote their learning.

The childminder uses what she observes and knows about children to ignite their learning. She uses their interests to provide a broad range of activities. She uses role play, stories and favourite rhymes to enable children to listen and learn about sounds. When reading to children, she engages and involves them in the stories. Children care for books and are familiar with their favourite stories and rhymes. The childminder creates lots of opportunities for children to practise their communication skills.

The childminder implements familiar routines and activities to help all children to know what happens next. This supports children to gain a sense of belonging and develop self-confidence. The childminder has high expectations of children's behaviour. She implements consistent praise for children's successes. This helps encourage children to persevere. Children gain a sense of belonging and support in readiness for the next stage of learning.

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

- The childminder has a clear awareness of how children are progressing in their learning and what they need to learn next. She plans a varied curriculum that covers all areas of learning effectively. She offers a good balance of focused, quieter activities and more active play. She makes good use of resources and planned activities that build on the interests and abilities of the children.
- The childminder works well in partnership with parents. She gets to know children very well and uses information gathered from their parents to adapt her practice to individual children's needs and next steps. The childminder regularly assesses children's development. Children make good progress in their learning.
- The childminder places a good emphasis on fostering children's communication and language skills. She spends a lot of time speaking to children and having interesting conversations with them. However, she does not always use specific vocabulary to help build children's range of words, to extend their language even further.
- The childminder recognises areas of her practice that she would like to improve. She works with the local authority early years advisers to seek information to

update her knowledge and skills. However, despite her efforts, the childminder is yet to find fully effective ways to embed her updated knowledge and skills to help improve her practice even further.

- The childminder plans trips outside her home, giving the children the chance to link up with the local community and have new social experiences. She teaches children about the wider world and to embrace equality, inclusion and diversity.
- The childminder forms good relationships with children. She frequently talks to them during play, and it is evident that she has good bonds with all children. Children show good engagement and are eager to try new activities.
- The childminder helps children to lead active and healthy lifestyles. She provides healthy and nutritious meals and snacks and frequently plans active play, either in the garden or at a local park. This helps to foster children's physical and emotional well-being. The childminder supports children to take an active part in their own self-care. They can independently use the potty and wash their hands and competently feed themselves at mealtimes.
- Children are confident and independent. They easily access resources for themselves. Children have constant access to books and listen to stories being read. They enjoy singing and are familiar with songs, such as 'Row, Row, Row Your Boat' and the 'Floor is Lava'. They practise making marks with crayons as they colour in pictures, developing strong finger muscles for future learning, such as reading and writing.

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:

- consider further ways to extend children's language skills to build on their vocabulary
- strengthen ways to embed recent knowledge gained from training to help improve teaching practice even further.

Setting details

Unique reference number	EY426594
Local authority	Bradford
Inspection number	10347034
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	14 August 2018

Information about this early years setting

The childminder registered in 2011. She lives in Bradford, West Yorkshire. The childminder works with her co-childminder. She operates all year round, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on the childminder's setting in writing, which the inspector considered.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector carried out a joint observation of the co-childminder.

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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