

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

The childminder has high expectations for children. This helps all children to understand what is expected of them, and they behave well. The childminder is a good role model and provides consistent praise to children. She gives gentle reminders to children about their manners. Children show that they understand the rules of the setting. After playing with toys, they happily tidy away before taking new ones out.

Children are happy and confident in this home-from-home setting. The childminder knows children well and meets their individual needs. Children confidently discuss and choose what they would like to do. This helps children to spend extended periods absorbed in activities. For example, children use their imaginations outside in the mud kitchen and concentrate as they scoop mud into saucepans and pots. They enjoy filling and emptying containers and talk about the mud pies they have made. The childminder introduces language such as 'scoop', 'whisk' and 'empty' as they play in the sand tray.

Children learn to be independent in preparation for school. For example, children are encouraged to put on and take off their own coats and shoes. They are supported to manage their personal care routines, such as using the potty and toilet. They are taught the importance of washing hands before eating and understand why good hygiene, such as brushing their teeth, is important.

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

- Children's communication and language are supported well. The childminder talks to the children, asking them questions and giving them time to think and respond. Children learn new vocabulary. For example, while building with blocks, the childminder introduces children to different shapes such as 'sphere' and 'hexagon'. She encourages the children to repeat the words and congratulates their efforts.
- The children enjoy taking part in number activities with the childminder. They count together and sort shapes and colours. However, they have less opportunity to develop a deeper understanding of number. For example, how to recognise numbers and how to group items to make this amount.
- The childminder plans an effective curriculum that considers children's interests. Overall, the childminder provides a range of activities that children are interested in. Children engage well and confidently take part in all activities on offer. However, at times, the childminder does not extend activities to offer additional challenges to children to build on their learning even further.
- The childminder supports children's personal, social and emotional development well. She adapts her approach to meet the age and needs of the children. She

encourages children to persevere with activities and congratulates them when they achieve their goals.

- The childminder has worked on her previous recommendation to obtain as much information as possible from parents about their child's prior learning. She now gathers precise and detailed information from parents at their settling-in visit. This helps her to plan effective next steps for children's individual needs and abilities.
- The childminder works in partnership with parents and regularly discusses and exchanges valuable information with them about their child. This ensures that parents are well informed about their child's day and the progress they are making. Written feedback from parents particularly focuses on the 'home-from-home' environment that is provided to all children.
- The childminder and her co-childminder work well together, each taking roles and responsibilities to help the setting run smoothly. They evaluate their practice and seek and act on the views of parents and other early years professionals when evaluating the effectiveness of the provision to help drive improvements.
- Children develop a good awareness of their place in the community. The childminder promotes respectful discussions around different cultures and beliefs, which prepares children well for life in modern Britain. Children enjoy exploring the local community and trips to the local park.
- Children's good health is promoted well. They benefit from a range of home-cooked meals and healthy snacks. The childminder supports children's understanding of keeping themselves healthy, for example through familiar routines that support handwashing before mealtimes and keeping hydrated. Children enjoy outdoor physical play daily in the well-planned garden.

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:

- teach children to recognise numbers and extend their mathematics skills further
- provide greater challenge when planning activities for children to extend their learning and enable them to make the best possible progress.

Setting details

Unique reference number	EY426603
Local authority	Bradford
Inspection number	10347035
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. She works with her co-childminder. She operates all year round, Monday to Friday, except for bank holidays and family holidays.

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 her 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.

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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