

Childminder report

Inspection date: 22 April 2025

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 establishes a supportive and nurturing environment, demonstrating a commitment to providing a home-like setting, where children receive attentive and affectionate care. She exhibits kindness and gentleness, actively engaging with the children while addressing their emotional and educational needs effectively. Children confidently seek comfort and reassurance from the childminder, contributing to their overall sense of well-being and security.

The childminder has developed a curriculum that enables children to progress across all areas of learning. She provides activities based on children's current knowledge and interests. The childminder aims to prepare children for their transition to school. She acknowledges the importance of children becoming more independent and catering to their own needs. The childminder plans effectively to teach various skills that will help them accomplish tasks independently. Those being prepared for school can put on their shoes and coats and can go to the bathroom unaided. They practise independence during mealtimes, attempting to cut up their fruit and be responsible for their own drinking bottles.

The childminder is a positive role model and maintains high expectations for the children. She provides encouragement to guide their behaviour, such as facilitating toy sharing by promoting the practice of swapping among the children. As a result, children behave well and are making important connections about how this makes others feel.

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

- The childminder talks to children while they play and asks questions to assess their learning. For example, while playing a game of bingo, the childminder asks the children to count how many squares they have covered and asks what they still need to win the game. This encourages children's early mathematical skills as well as being able to think more critically during play.
- The childminder encourages healthy lifestyles by educating children about nutrition. For instance, during snack time, she discusses the significance of consuming fruits and the health benefits they provide. Children also broaden their knowledge and experience of different fruits by engaging in the 'fruit challenge' that the childminder sets for them.
- The childminder undertakes regular observations and assessments to track children's development and decide on the next focus for their learning. The childminder completes the required progress check at age two and tries to coincide this with the health visitor checks. This all helps to swiftly identify any gaps in learning and put in place interventions to ensure these close.
- Parents speak warmly of the childminder. They appreciate the consistent

communication, helping their engagement in their child's educational progress and development. The childminder provides them with ideas on activities to do with their children at home to extend their learning and development. Parents comment on her 'caring and patient approach'.

- Children are excited to join in activities the childminder plans for them. They wait eagerly while the childminder hands out butterfly templates for the children to paint. Children explore the different mixture of colours as they apply them to the butterfly before the childminder encourages them to fold it to create a 'symmetrical' pattern. The childminder praises their efforts and explains what 'symmetry' means. This extends children's vocabulary and understanding of mathematical concepts.
- Children have many opportunities to learn in the outdoor environment. They enjoy trips to local parks, play gyms. This helps to build on children's physical development and love of the outdoors. Furthermore, it enables children to develop their emerging social skills in larger groups and form new friendships. The childminder also promotes children's awareness and understanding of caring for small animals outdoors, as they learn about what foods animals eat and care routines.
- The childminder knows her children well and has a good understanding of their learning and development needs. However, at times, she does not fully consider her learning intentions for them and does not always seize opportunities to extend and embed children's knowledge and skills. This means, occasionally, children become disengaged and distracted. For example, she has not fully considered how to capture children's interests and extend their learning during a painting activity.

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:

- make better use of children's assessment information when implementing activities to further support children's engagement and learning.

Setting details

Unique reference number	EY438298
Local authority	Bradford
Inspection number	10388715
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	14
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2011 and lives in Queensbury, Bradford. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector carried out observations of activities that the childminder presented and her practice.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had 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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