

Childminder report

Inspection date:

20 March 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, children are settled and comfortable in the homely environment that the childminder provides. Children move around the childminder's home with confidence and choose where they want to play. Children develop good relationships with the childminder and the childminder ensures that she meets the care needs of the children. For instance, she recognises when babies are getting hungry and encourages children to have regular drinks of water while playing outside. The childminder provides home-made and nutritious meals for children. She has adapted her menu to meet children's dietary requirements and also to help children with dietary needs to feel included and be with their peers at mealtimes. However, the organisation of mealtime routines do not consistently promote good hygiene practices for children.

The childminder provides children with some pleasant experiences and activities, such as visiting local parks and planting seeds. This helps to support children's physical development. However, some areas of the curriculum are less well planned for. The quality of interactions are variable and do not support children to make the best possible progress in their learning and development.

The childminder is a good role model for children. She is calm and promotes respectful relationships between children. For example, the childminder encourages children to take turns and be kind to each other. She gently reminds children to use good manners and teaches them how to ask each other for things in a polite way. The childminder offers praise when children remember to use their manners.

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

- The childminder is aware of her responsibility to keep children safe. She has pets at home and has implemented a pet policy. However, at times, the childminder does not follow her own policy to ensure this is closely adhered to. The childminder's pets wander around while children are eating. This does not have a significant impact on children's safety as children are placed in high chairs. However, the support for children to learn about good hygiene standards is variable as the childminder busies herself with tasks at transition times of the day.
- The childminder has some idea of what she wants children to learn. However, she does not use the information she knows about children to plan activities to help them make swift progress across all areas of development.
- The childminder completes some assessments of children's learning and development through her observations of children. She completes the required progress checks for children aged between two and three years. However, the childminder does not assess children accurately enough, to help her to quickly

identify delays in their development.

- The childminder does not identify areas for development in her practice, such as how to support children with special educational needs and/or disabilities. This means that her professional development is not targeted enough to improve her knowledge and to help children achieve the best possible outcomes in relation to their starting points in development.
- Overall, the childminder develops good relationships with parents and carers. However, she focuses her exchanges of information primarily on children's basic care needs and routine. The childminder does not give parents regular updates specifically about their child's development or how to support their child's learning further at home.
- The childminder promotes children's independence well. Children enjoy helping the childminder with tasks, such as helping to set the table up for lunch. They learn to use the toilet and wash their hands independently. Children learn some key skills for the future.
- Children enjoy playing outdoors. They move around the garden on bicycles and other ride-on toys. They use spades and rakes to scoop soil into plant pots and carefully place tiny seeds into the pots. Children have good opportunities to develop their physical skills.
- The childminder helps children to develop communication and language skills through her interactions with them. She sits alongside children, models language and allows children time to respond to her questions. The childminder repeats words clearly back to children so that they can hear the correct pronunciation.
- Children frequently spend time outside of the childminder's home. They attend a playgroup on most mornings and regularly visit a multigenerational warm space session. The childminder uses these experiences to help children to develop a sense of self and an understanding of their local community.
- Children get on well with each other. The childminder calmly helps children to manage minor disagreements quickly. Older children are considerate of younger children. They call their names and blow bubbles for them to watch, chase and pop. Children develop good social 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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve interactions to ensure all children, including children with special educational needs and/or disabilities, are supported to learn about good hygiene standards, particularly at key times of the day, such as mealtimes	17/04/2025
implement an ambitious curriculum that supports children to make the best possible progress in all areas of their learning and development.	20/06/2025

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

- assess children's learning and development more accurately to help children to make the best possible progress
- prioritise professional development to improve practice and raise the quality of education for all children
- regularly share information with parents about their child's development and what their children need to learn next.

Setting details

Unique reference number	EY440560
Local authority	Bradford
Inspection number	10372393
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2012. She lives in the Baildon area of Bradford. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Natalie Stringer

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector considered parents' views of the setting.
- 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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