

Childminder report

Inspection date: 1 November 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 demonstrates a nurturing approach to caring for children. She gets to know all children and their families very well. This enables the childminder to provide a homely, learning environment and a curriculum, which is based around children's individual needs. Younger children gravitate towards the childminder. They are comfortable in her presence and like to be around her. Children are extremely happy and content. They show positive attitudes to their learning as they patiently wait for activities to be set up. Children follow the childminder's simple instructions. They learn to wait for their turn and to share resources. From a young age, children learn the expectations for their behaviour in the setting. Their behaviour is good.

Children have exciting opportunities to explore their surroundings. They visit churches and mosques, and learn about different buildings. The childminder takes children to the library and playgroups. She uses these outings to help children to develop their social skills and a love for books. Children learn how to cross roads safely and keep themselves safe in the community. The childminder teaches children about different festivals and other cultures. Children learn about different languages and foods from other countries. This helps children to learn about people and communities that may be different to their own. The curriculum empowers children with knowledge that they need to succeed. Children make good progress in their learning.

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

- The childminder has high expectations for children's learning and development. Young children develop their memories, such as through learning rhymes. Children confidently join in songs, demonstrating their knowledge. They show their excitement as they smile when they recall parts of a song. Children develop an understanding of early literacy in a fun way.
- The curriculum supports children's early mathematical skills well. The childminder uses play experiences to encourage children to develop their mathematical vocabulary. For example, she incorporates counting everyday objects into children's play. The childminder talks about size and quantity during snack time. Children learn about weight and volume, such as when they use scoops to transfer sand into moulds. Children are deeply engaged in their learning.
- Children have lots of exciting opportunities for physical play. The childminder takes children to the park, where they use large climbing equipment. Children develop their coordination through activities, such as riding scooters and ride-on vehicles. They strengthen their large muscles and learn how to balance.
- Children develop critical thinking, such as when they complete peg jigsaws. The

childminder encourages children to experiment. They twist and turn the pieces to complete the jigsaws. The childminder extends children's learning by encouraging them to identify the colours and shapes of jigsaw pieces. Children embed their knowledge consistently through their play.

- The childminder has a clear intent for children's learning. She encourages young children to recall single words during their play. However, on occasion, the childminder moves on to another activity quickly. This results in children not having consistent opportunities to extend the language they have learned.
- The childminder promotes healthy eating. Children have freshly cooked meals with fruit and vegetables. They are actively involved in the preparation and cooking. Children talk about what new foods taste like. They learn rich new language, such as watermelon and banana. Children learn about healthy foods and their benefits.
- Parents report that communication sharing is excellent. The childminder shares information about children's progress, their day and how to continue their learning at home. Additionally, the childminder completes individual children's journals and shares these with parents at parents' evenings. Parents are involved in their child's learning.
- The childminder has good knowledge and understanding of age-appropriate children's development. This ensures the early identification of children with special educational needs and/or disabilities (SEND). However, the childminder does not prioritise her professional development strongly enough on further developing strategies to support children with SEND, to enhance the teaching of the curriculum even further.

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:

- provide children with more time to process questions, think and engage in conversations, give them time to respond and develop their language further
- focus on extending knowledge on identifying and supporting children with SEND to enhance the teaching of the curriculum even further.

Setting details

Unique reference number	EY440626
Local authority	Bradford
Inspection number	10371575
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 16
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 2012 and lives in Bradford, West Yorkshire. She operates all year round, from 6am to 10pm, Monday to Sunday, except for family holidays. The childminder holds an appropriate childcare qualification. She works with a co-childminder and provides government funded childcare.

Information about this inspection

Inspector

Jackie Ward

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder and the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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