

Childminder report

Inspection date: 24 October 2023

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 provides a nurturing approach when caring for children. She gets to know all children very well and provides a safe and homely learning environment. She plans a curriculum that is, overall, based around children's individual needs. The childminder and her assistants have an excellent understanding of all children's needs. Children settle immediately. They are extremely happy and content.

The childminder has very high expectations for children's learning. All children make good progress, including children with special educational needs and/or disabilities. The childminder provides a range of interesting and engaging activities to develop children's skills across the various areas of learning. For example, children explore different textures, temperatures and sensations when they play with ice. Children excitedly use hammers and saws to break the ice and get plastic spiders out, counting as they do so. They learn how the warm water melts the ice.

Children show positive attitudes to their learning and readily join in with new activities. For example, children practise brushing teeth together using a large model. The childminder talks about what happens when they visit the dentist. All children engage in creative play. They develop their hand-to-eye coordination. For example, they make marks with crayons. Children explore and learn about colours. Younger children are encouraged to use their imaginations. Children share resources, and are confident and independent learners.

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

- Children learn about routines. They sit patiently at the table waiting for their snack and lunch. At mealtimes, young children explore finger foods and older children use knives to cut up fruit. However, the childminder and her assistants do not consistently sequence children's learning in an effective way at mealtimes. This means that children do not have the opportunity to practise the self-care skills that they need when they start school. For instance, children drink from cups with lids on. The childminder and her assistants pour older children's drinks. They remove the lids from yoghurt pots before they give them to children.
- The childminder and her assistants develop children's communication and language well. They promote thoughtful conversations. Children take turns and guess what objects they can feel in a song bag. They talk about size and touch, describing objects as they do so. When singing, the childminder and her assistant deliberately miss parts of the song out, waiting for children to fill in the missing words. Children recall important parts and strengthen their memories.
- Children learn about mathematics. They use coloured construction pieces to

build big and small walls. The childminder encourages children to learn about patterns as they build. Children play with cars and count parking spaces. The childminder teaches children about shape, colour, and size.

- Children have exciting opportunities to develop their large muscles. The childminder takes children out in the community for walks. Children go to the woods and local park. They use slides and ride scooters with their friends. The childminder and her assistants celebrate children's achievements when they successfully master the skill of balancing.
- Children engage in small-world play. They learn about animals and their habitat on the farm. Younger children recognise farm animals and the sounds they make. The childminder introduces new language and helps children to create scenarios to develop their imaginations.
- Children learn about the importance of their personal hygiene. The childminder and her assistants support children with hand-over-hand guidance to wash their hands before they eat and when they have used the toilet.
- The childminder carries out regular team meetings and appraisals with her assistants. Her assistants have opportunities for professional development and to enhance their knowledge. The assistants consistently report high levels of support for their emotional well-being.
- Parents report that communication is excellent. The childminder shares all information with parents through an online app. For example, she shares information with parents about what their child is learning, sleep routines, and their meals. The childminder also provides observations and photos, and information on how parents can continue their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a key strength of the setting. The childminder provides an environment where all children are kept safe from harm. For example, she requests passwords on the collection of children, there is a no internet policy, and daily risk assessments are completed. The childminder and her assistants have a good knowledge of the early identification of children who may need early help or are at risk. They have a good knowledge on the signs and symptoms that may indicate that a child is at risk, such as neglect, abuse, grooming, and female genital mutilation. The childminder and her assistants have a good understanding of the referral process and are aware of the local safeguarding partnership. They have a good knowledge of who to refer to if there is an allegation about themselves. The childminder completes safer recruitment procedures.

What does the setting need to do to improve?

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

- support children to develop their independence and self-care skills further.

Setting details

Unique reference number	EY449503
Local authority	Bradford
Inspection number	10314576
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	1 to 11
Total number of places	18
Number of children on roll	32
Date of previous inspection	19 November 2018

Information about this early years setting

The childminder registered in 2012 and lives in the Silsden area of Keighley. She operates her service from Monday to Friday, 7.15am to 6.10pm, all year round, except for bank holidays and family holidays. The childminder works with assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jackie Ward

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminder and the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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