

Childminder report

Inspection date: 19 October 2022

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

Children are at ease in a safe environment. Two-year-old children show confidence as they talk about their 'baby' sleeping. Their simple pretend play continues. For example, they wrap the doll up in a blanket and take it for a stroll in the pram. Babies and children have secure emotional attachments to adults, who are warm and caring. Children over the age of two take part in a broad range of activities. These prepare them well for going to nursery or school. All children make good progress. This includes children in receipt of additional funding. For example, children focus as they explore tactile media. They practise their small-muscle skills, which supports their future writing. For example, children scoop out the pumpkin flesh and seeds, and pour these from one utensil to the other. The childminder encourages babies to feel new textures, such as the pumpkin lid. Babies and toddlers confidently practise their developing physical skills. Children develop early social skills. For example, they enjoy singing together. This also supports their early speech. Babies and toddlers babble and use single words and gestures in response to others. Two-year-old children are developing early independence during daily care routines. For example, they select their own food from healthy lunch options and readily access their water.

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

- The childminder observes, assesses and monitors children's progress all the time. This helps her to plan for their key next steps in learning, such as learning to walk, talk or use the toilet. She swiftly identifies any emerging concerns in their development. As children wait for appointments with other professionals, the childminder puts in place strategies to help them catch up.
- The childminder helps children to learn about the wider world. For example, children go on outings such as a bus ride to the museum or a walk to the village. The childminder reflects these in photo booklets. This helps children to remember and talk about their experiences.
- Adults nurture babies and toddlers, which helps them to feel safe and secure. For example, the childminder and her assistant give cuddles and follow individual care routines. They recognise when babies and toddlers are becoming tired or hungry. They respond promptly to meet their needs.
- The childminder has ample resources to support children's learning across the educational programme. This includes resources that babies and toddlers can touch, and that spark their curiosity. However, at times, adults do not highly engage babies and toddlers. Nor do they make such resources easily available, as babies and toddlers explore on their own.
- The childminder's assistant shows enthusiasm while playing alongside two-year-old children. For example, she enhances their imagination during role play, and shows how to scoop out the pumpkin. However, she does not always build on

children's learning when opportunities arise.

- Children aged two years enjoy investigating the slimy pumpkin texture, sending cars down bamboo ramps and placing wooden rings on the mug tree. The childminder helps them to learn early mathematical skills. For example, she encourages children to count the small wooden rings.
- Children are developing a good understanding of behavioural expectations. The childminder reinforces this through simple stories, for example. Children follow daily routines, such as helping to tidy up before their lunch. They enjoy taking turns to choose an item from the 'song bag', such as a bus.
- The childminder and her assistant are good role models. For example, they show children how to be kind and respectful. Children go to toddler groups, where they learn to mix with larger groups of children. Adults remind children to share and use 'kind hands' during very occasional incidents.
- The childminder works closely with parents to support children's care and learning. For example, she gathers important information to settle children in and find out what they can do. Parents give very complimentary feedback.
- The childminder reviews and updates her practice. She accesses training that helps her to develop her practice further. The childminder's assistant completes certain training that has a positive impact, for instance to support children's personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can identify possible signs of abuse and understand reporting procedures. This helps to protect children from harm. The childminder undertakes good risk assessments to promote children's good health and safety. As part of this, she uses equipment such as safety gates. The childminder and her assistant show safe practices, such as securing babies and toddlers in a high chair at mealtimes. They supervise them closely as they master skills such as pulling themselves to a standing position. This helps to prevent accidents, thus, promoting children's welfare.

What does the setting need to do to improve?

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

- focus teaching and the educational programme more precisely on the individual learning needs of babies and toddlers, to fully engage them and help them to make even better progress
- increase professional development opportunities for assistants, to enhance the quality of their teaching and to improve children's learning.

Setting details

Unique reference number	EY480359
Local authority	Bradford
Inspection number	10229693
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	12
Number of children on roll	15
Date of previous inspection	25 January 2017

Information about this early years setting

The childminder registered in 2014 and lives in the Clayton area of Bradford. She operates Monday to Thursday, from 7am to 5.30pm. The childminder solely provides before- and after-school care on Fridays, from 7am to 8.45am, and from 3pm to 5.30pm. The childminder provides care all year round, except for bank holidays and family holidays. The childminder works with an assistant. She has a second assistant registered for emergency back-up care only. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors.
- The inspector held discussions with the childminder to understand how she organises the early years provision and implements her curriculum. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity undertaken by the childminder's assistant.
- The inspector spoke to children, parents and the childminder's assistant during the inspection.
- The childminder shared relevant documents with the inspector. These included evidence of the suitability of persons living or working in the household, records of learning, training certificates and written feedback from parents.

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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