

Childminder report

Inspection date: 1 October 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely environment. She takes time to get to know children and adapts settling-in processes to suit the individual needs of the children and their parents. Children are happy, settled and confident in her care, which supports their emotional well-being. The wealth of information the childminder collects when children first start enables her to tailor activities that interest children from the outset of care. Older children within the setting take great delight in caring for younger children and supporting them with activities. They explain to them how and why things work and demonstrate water play outside.

Children have good opportunities to make independent choices in their play as they select their resources and follow their interests. For example, when outdoors, children delight in pouring water from one container to another and then filling the bird bath. Children have opportunities to meet with other children of a similar age and develop their social skills. For example, the childminder regularly visits local toddler groups and places of interest to enhance children's experiences. The childminder uses her observations and assessments to plan for and consolidate children's learning. Her commitment to high-quality practice and her high expectations for learning and behaviour support children to make good progress.

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

- The childminder closely monitors and tracks children's individual progress. Overall, she plans challenging and motivating activities which interest children to develop their skills and aid their good progress. This enables the childminder to highlight any gaps in children's development promptly and provide them with good support to help close them.
- Overall, children receive good support for their learning and development. The childminder interacts positively with them and supports their speech and language development well. For example, she sings and plays games with babies as they smile and babble in response. Older children hold conversations confidently and use a wide vocabulary.
- Children know and understand what is expected of them. The childminder uses high levels of praise and encouragement as well as effective, consistent messages to manage children's behaviour. This helps children to learn about boundaries and expectations. Children of all ages behave well.
- The childminder builds good relationships with parents and works in partnership with them. She encourages parents to be fully involved in their children's learning. Parents comment that they have the utmost trust in her and that children thrive in an environment where they are loved and well supported.
- The childminder plays alongside children to promote their understanding and

develop their skills. She interacts positively with children during play and gives them time to consider their responses to questions and suggestions. Children develop the ability to work things out for themselves and gain great satisfaction from solving simple problems. However, the childminder does not always provide the youngest children with a wide range of resources to allow them to explore and investigate.

- The childminder reflects on her practice and gathers parents' and children's views to identify areas for development. However, she has not yet established a highly focused programme of professional development to drive forward future improvements to raise the quality of the provision.
- The childminder supports children's health effectively, and maintains a clean and hygienic environment. For example, she teaches and follows good handwashing routines and develops children's understanding of good hygiene. The childminder informs parents of her policies, including her sickness policy, which she follows to help prevent the spread of infection.
- The childminder supports children with their early counting skills. For example, she counts the number of shapes in the bucket while children watch with interest. The childminder supports children to develop their hand-to-eye coordination as they manipulate small blocks with ease. Younger children post shapes into sorters and press buttons on interactive toys.
- The childminder has established very good relationships with other early years settings that children attend. She ensures that they share information on children's progress and agree targets for development. When children start school, she works closely with the teachers. She provides them with detailed information about each child and encourages them to visit children in her home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the potential risks posed to children and knows what action to take if she is concerned about the welfare of a child in her care. She understands how to escalate issues, if necessary, and has an effective safeguarding policy in place to inform her practice. The childminder implements procedures effectively to help keep children safe from harm. For example, she carries out robust risk assessments of her home and prior to taking children on any outings.

What does the setting need to do to improve?

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

- provide even more opportunities for younger children to use all of their senses to explore and investigate
- focus more precisely on developing a targeted programme of professional development that helps to ensure that high-quality practice is sustained and

consistently improved upon.

Setting details

Unique reference number	EY391414
Local authority	Bradford
Inspection number	10117470
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 September 2013

Information about this early years setting

The childminder registered in 2009 and lives in Silsden, Bradford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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