

Childminder report

Inspection date: 12 March 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they feel confident, happy and secure in the childminder's care. The childminder is warm, caring and nurturing towards children. She has high expectations for their behaviour. The childminder encourages children to share and take turns when they play. Children understand what is expected of them and behave well. They develop an awareness of how to keep themselves safe. For example, children learn about the importance of washing their hands and not to run indoors in case they slip.

Children choose what they would like to play with from the wide selection of resources available. They are eager to join in with a range of enjoyable activities. For instance, children develop their coordination as they confidently use scissors to cut coloured straws. They laugh and giggle as the pieces of straw bounce on the floor. The childminder encourages children to learn about the natural world. For instance, children go and see the chickens at the local farm and feed the ducks in the park. They have opportunities each day to play outside in the well-resourced outdoor area. The childminder encourages children to think about recycling. Children begin to recognise which materials can be reused.

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

- The childminder knows and understands the children in her care well. She meets children's needs and builds on their interests. For example, during tidy-up time, the childminder encourages those children who are interested in vehicles to use their toy diggers to collect pieces of paper from the floor.
- Children are able to solve problems for themselves. For example, they work out which balls will roll down large cardboard tubes the fastest or slowest. The childminder builds mathematics into children's play. She encourages children to count as they roll the balls down the tubes. Children recognise shapes and colours when they play. The childminder encourages children to copy repeating patterns with different-coloured blocks.
- Children show high levels of concentration and become deeply involved in their imaginative play. For example, they play with sticks that they have collected on their walk and animatedly say, 'Abracadabra'. The childminder provides many opportunities for children to explore. Children develop their curiosity as they investigate resources such as sand, water, mud, dough, paint and dried pasta.
- The childminder offers children plenty of praise and encouragement. She talks to them constantly during activities and supports their communication and language skills well. Children listen carefully and quickly learn new words.
- Children have many opportunities to develop their early literacy skills in preparation for the next stage of their education. For example, they make marks on large blackboards and learn to recognise their names. The childminder takes

children to regular rhyme and story sessions at the local library. This helps them to develop an interest in books and reading.

- Children enjoy nutritious and healthy meals. The childminder encourages children to gain good levels of independence. Children are eager to help and show pride when they succeed. Young children learn to cut up their own fruit and dress themselves. The childminder supports children well, encouraging them to keep trying when they find tasks tricky.
- Children enjoy an extensive range of outings in their local community. They visit local woods, walled gardens, farms, soft-play centres and nature reserves. The childminder meets with other childminders and takes children to playgroups each week. This gives children opportunities to play in larger groups and make new friendships.
- The childminder forms effective relationships with parents. She provides parents with regular information about their children. For example, the childminder sends them a daily diary and regular photographs of their children playing. Parents are happy with the service the childminder provides. They praise her for the good progress that she has helped their children make.
- The childminder makes sure that all her mandatory training, such as first aid and safeguarding, is kept up to date. However, she has not focused her professional development to help raise the quality of education further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that may indicate a child is at risk of harm. She has attended recent child protection training and knows who to contact if she has a concern about a child's welfare. The childminder checks the environment regularly to protect children from hazards. She teaches children about their own safety. For instance, the childminder reminds them how to use scissors safely and plans activities to improve young children's awareness of road safety.

What does the setting need to do to improve?

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

- focus more precisely on how professional development opportunities can be used to raise the quality of teaching and learning to a higher level.

Setting details

Unique reference number	EY461763
Local authority	Bradford
Inspection number	10106061
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	2 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 January 2014

Information about this early years setting

The childminder registered in 2013 and lives in the Clayton area of Bradford, West Yorkshire. She operates all year round from 8am to 6pm, Monday to Saturday, except for bank holidays and family holidays. The childminder offers overnight care on request.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development. The childminder and inspector reflected together on children's learning during their play.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of those living on the premises and training records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. She took account of the views of parents from written statements available.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020