

Childminder report

Inspection date: 4 February 2022

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| 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 form secure relationships with the childminder and her assistants. They feel comfortable, safe and secure at the childminder's home. Children fully engage in the wide range of motivating activities that the childminder provides for them. For instance, they are excited to pretend to be hairdressers, and use various brushes, combs, clips and styling tools as they try out different hairstyles. Children are well behaved and play cooperatively together. They talk to each other as they play. Children are aware of the rules and boundaries in place, and follow these well. They navigate the environment and select from the resources which the childminder offers with their interests in mind. When children have finished one activity, they help to tidy away before moving on to the next.

The childminder is aware that the COVID-19 pandemic has limited some opportunities for children to develop their social skills outside the setting. She therefore plans activities to develop their confidence. Children visit local parks and experience outings on public transport, where they enjoy ringing the bell to stop. At the childminder's house, they remember what they have experienced and learned. For example, during the inspection, children excitedly recalled a recent trip where they saw 'flying ducks in the park'

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

- The childminder has made some changes to routines, due to the COVID-19 pandemic. For example, parents do not enter the setting as they usually would. Parents have a sheltered area at the door where they can access information and speak to the childminder. They comment that they are 'completely happy' with the service she provides. Parents value the frequent communication and updates about their children's care and development. This helps them to support and extend their children's learning at home. Parents report that their children 'develop and progress so much' in the childminder's care.
- The childminder encourages children to lead healthy lifestyles. She provides them with all their meals and snacks. Children have access to their own water beakers and know when they need to have a drink. The childminder teaches children good hygiene routines. For example, they wash their hands thoroughly and regularly. Children learn to be independent in their self-care. They proudly show the childminder that they can put their own shoes and coats on.
- The childminder and her assistants provide a language-rich environment, which includes introducing children to a broad range of songs and rhymes. Children thoroughly enjoy joining in. For example, as they wait for lunch to be served, they sing songs with the childminder and confidently join in with the actions. The childminder and her assistants provide an ongoing commentary about what children are doing. They introduce new words, such as 'slippery' and 'silky', as

children play with cornflour. The childminder gives children age-appropriate instructions to follow and asks them simple questions for them to respond to.

- The childminder has excellent links with the local school. She supports children's transition to school, helping them to become familiar with teachers and their new classrooms. The childminder has effective methods for sharing information with teachers and other professionals.
- Children are physically active. They climb and balance in the garden with increasing control and coordination. Children use their imaginations as they play together, such as pretending to cut the grass. They are alert to dangers. For instance, children learn to play safely around swings and how to cross the road.
- The childminder knows what children's starting points in learning are. She plans suitable activities, monitors the progress that they make and uses the information to plan further learning experiences. However, she does not consistently challenge and extend children's learning during some activities.
- The childminder is self-reflective and identifies ways to further improve. She completes regular training to keep her knowledge and practice up to date. However, the childminder has not focused her assistants' professional development precisely on how to develop their knowledge, skills and practice to the highest level. In addition, she has not fully considered monitoring their practice to give a complete overview of their teaching, in order to enhance outcomes for children further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding. She knows the signs that could indicate a child's welfare is at risk and the broader safeguarding issues that can affect children. The childminder makes sure that her assistants complete training to ensure that their child protection knowledge is up to date. She effectively liaises with outside agencies, helping to support children and their families, when the need arises. The childminder completes daily checks to ensure that her home and outdoor area are safe and secure. She has a comprehensive safeguarding policy and effective procedures, which she shares with parents.

What does the setting need to do to improve?

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

- challenge and extend children's learning further during adult-led activities
- enhance the programme of training, supervision and support for the assistants to build on their skills and knowledge.

Setting details

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| Unique reference number | EY423330 |
| Local authority | Bradford |
| Inspection number | 10074717 |
| 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 | 12 |
| Number of children on roll | 13 |
| Date of previous inspection | 20 June 2016 |

Information about this early years setting

The childminder registered in 2011 and lives in Bradford, West Yorkshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5. She works with two registered assistants. The childminder provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Dent

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 her evaluation of the provision.
- The childminder explained her curriculum to the inspector, and the inspector viewed the areas used for childcare.
- The inspector observed the quality of interactions between the childminder, her assistants and children, and evaluated the impact that these had on children's learning and development.
- The inspector held discussions with parents and carers and considered their views about the childminder's provision.
- The childminder and the inspector carried out a joint observation of a activity.
- The inspector reviewed essential documentation, including the first-aid certificates of the childminder and her assistants.

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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