

Childminder report

Inspection date: 16 June 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

Children are very comfortable and happy at the childminder's home. They choose toys to play with. For example, they select a baby doll each and pretend to feed them with a bottle. The childminder reads stories to the children and asks them questions about the pictures. Children engage well with the story and choose their own books to read to themselves. Lots of singing happens at the childminder's home, and children shout out suggestions of what to sing next. The childminder encourages children to join in with action songs. Children lie down and pretend to be 'sleeping bunnies' and laugh as they jump around.

Outdoors, children explore water as they pour with jugs. They scoop with different-sized spoons, and as water pours through a funnel they say, 'It went down here.' Children move the water around in large buckets and paint the stones with paintbrushes. They notice that it is windy as the wind blows the bunting. The childminder helps children to explore floating and sinking objects, such as stones. Children try different objects and say, 'Wow, it's floating.' Children respond well to the childminder and engage in activities for long periods.

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

- Children are developing their independence skills. They manage their self-care, such as toileting, and lead their own play. Children negotiate steps in and out of the childminder's home and access their own drinking bottles. This supports their physical and emotional development.
- The childminder knows the children well and builds relationships with their families. This supports her to follow the children's interests as she is aware of the experiences they have at home. The childminder uses this information to develop children's learning opportunities. She knows children's next steps in learning and how to support these.
- Children are very well behaved. They use good manners, saying 'thank you' and 'you're welcome' to their friends. There is a strong relationship between the childminder and the children. Children respond well to instructions, are very confident and feel safe and secure.
- The childminder inspires a love of stories. Children listen intently to the books she reads to them. They read independently, choosing their books and putting them away when they have finished. This builds children's language skills.
- Children share the baby dolls, feeding bottles and handbags well. However, when children find this difficult, the childminder does not explore their understanding of their feelings and how these impact other children.
- Children engage in activities for a long periods and enjoy exploring water play. They are physical in their play, as they carry buckets and paint the stones. The childminder offers many opportunities for children to develop their physical skills,

such as visits to the local park and action songs. Children progress well with their physical development.

- The childminder begins to use mathematical concepts in the children's play, such as 'big' and 'small'. She uses numbers and colours throughout the day. This helps her to check children's understanding of counting and colour recognition.
- Children are interested in the world around them. The childminder creates moments of awe and wonder. For example, when exploring sinking and floating, children say 'wow'. This extends children's vocabulary and encourages further learning about the world.
- The childminder has recently updated her first-aid and safeguarding training. However, she has not yet fully considered how she can expand her professional development to ensure that children's learning and development are further supported.
- The childminder has good links with the local schools and pre-schools. This supports children when they move between the settings. The childminder shares information when children progress to their next stage of learning. The childminder assists with toddler groups. This creates a network of childminders for support and advice. Children thrive on socialising with other children and families.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure in the childminder's home. The childminder is aware of the potential hazards and how to protect children. For example, there are safety gates for the stairs. The childminder has good safeguarding knowledge. She keeps up to date with the news to refresh her knowledge. The childminder knows the signs to be aware of and who to contact if she has concerns. This includes contacting the local authority designated officer if there is an allegation made against her. The childminder is aware of local safeguarding issues, such as county lines, breast ironing and female genital mutilation.

What does the setting need to do to improve?

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

- explore ways to support children's understanding of feelings and how they impact others
- gain further training and professional development opportunities to further improve the quality of education.

Setting details

Unique reference number	EY384646
Local authority	Bradford
Inspection number	10289420
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	6
Number of children on roll	13
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2008 and lives in the Denholme area of Bradford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laurafay Muranka

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development and what she wants children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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