

Childminder report

Inspection date: 24 October 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

The childminder provides children with a safe, nurturing and homely learning environment. Children settle immediately and feel very secure. The childminder gets to know all children very well. Children form secure attachments with the childminder and her assistants. They seek out the childminder for cuddles and comfort when they are tired. Children independently and confidently explore the curriculum. They are very happy in the setting.

The childminder has high expectations for children's learning and development. She encourages children to develop their memories, such as through songs with rhyme and props. The childminder supports children to develop their social skills during group activities. Children learn about animals and imitate animal noises during songs. They develop their muscles for speaking. The childminder interacts very well with children. She talks to children while they play, encouraging their speech and language skills effectively. All children make good progress from their starting points in learning.

The childminder models good behaviour. Children say 'please' and 'thank you' when asking for help. The childminder provides activities to encourage children to share and take turns. Children wait patiently for their turn and share with their friends. The childminder encourages perseverance and uses praise and recognition to celebrate children's achievements. Children demonstrate a good attitude to experiences. Their behaviour is positive.

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

- Overall, children have opportunities to develop their independence. The childminder supports children to put their own coats and shoes on when going outside. Older children politely ask for help when zipping their coats up. Young children use their fingers to explore foods. Older children use cutlery. Babies drink from bottles, and younger children drink from beakers with lids.
- However, the childminder does not sequence older children's learning in their self-care skills to prepare them for moving on to school. For instance, the childminder and her assistants pour older children's drinks and serve their food on plates. They open yoghurts before they give them to children. This does not help children to practise the self-care skills they need when they start school.
- The childminder provides opportunities for children of all ages to engage in painting. Children explore and experiment mixing colours. Young children make marks with their hands. Older children use different wheels to make marks on paper. They move cars backwards and forwards. Children learn about direction. The childminder teaches children about pattern, shape and width during activities.

- Children develop a love of reading. They choose their favourite books and excitedly share them with the childminder. The childminder reads a story about a hungry caterpillar. She encourages children to count the fruit as the story progresses. Children talk about the different fruits and how they taste and smell. The childminder asks thoughtful questions to help keep children deeply engaged in their learning.
- The childminder helps children to learn about different cultures and religions. She encourages children to listen to one another and wait before speaking. Children learn about British occasions and festivals, Diwali and the Chinese New Year. The childminder encourages children to taste food from around the world.
- Children have lots of exciting opportunities to develop their large muscles. The childminder takes children on walks in the community and to the local pond. Children learn about road and water safety and feed the ducks. The childminder takes children to the park, where they use large climbing equipment. Children develop their coordination through activities such as using scooters and ride-on vehicles.
- The childminder carries out regular team meetings and appraisals with her assistants. She ensures that her assistants have opportunities for professional development and to enhance their knowledge.
- Parents report that communication is excellent. The childminder shares information with parents through an online app. She shares information about what their child eats during the day, their sleep and their personal hygiene routines. The childminder shares photos and information about their children's progress each day. This helps parents to be actively involved in their child's care and education.
- Children enjoy role play. They dress up as their favourite characters and as dentists and doctors. The childminder encourages children's imaginations. Children pretend to make people better using a stethoscope. The childminder teaches children new words, such as 'stethoscope', 'ambulance' and 'bandages', while they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. She has clear processes in place to keep all children safe, inside and outside the setting. The childminder and her assistants have a good knowledge of safeguarding and child protection issues. They can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder and her assistants know who to contact if they have concerns about a child's safety and welfare. They have good knowledge on safeguarding issues such as grooming, county lines, female genital mutilation and extreme behaviours and views. The childminder has regular discussions with parents over internet safety and how to keep their child safe in the home.

What does the setting need to do to improve?

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

- support children to develop the skills and independence they need for when they start school.

Setting details

Unique reference number	EY463312
Local authority	Bradford
Inspection number	10308417
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 11
Total number of places	6
Number of children on roll	32
Date of previous inspection	19 March 2018

Information about this early years setting

The childminder registered in 2013 and lives in Shipley, West Yorkshire. She operates all year round, from 7.15am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants and provides funded early education for two-, three- and four-year-old children. She has an early years qualification at level 3.

Information about this inspection

Inspector

Jackie Ward

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 completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder and the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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