

# Childminder report

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Inspection date: 14 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy, contented and settled in this warm and caring setting. They build sincere, positive relationships with the childminder. The childminder knows children well and identifies where they need extra support, such as when children need help to find out how to operate lights on a box. She provides help so that all children make good progress.

The childminder provides good support for children to become independent. Children are proud of their achievements as they manage their clothes when having their nappies changed and wash their hands after sensory play. Through play and routines, children learn the importance of staying healthy, such as drinking water. The childminder places a strong focus on children's physical well-being. She ensures that children have a wide range of experiences to encourage them to be physically active. For example, children visit local parks and soft-play centres.

Children are sociable and behave well. The childminder has high expectations for children's behaviour. She offers clear boundaries to children, using simple language. This helps children to know how to behave well and stay safe, such as when climbing onto the sofa. The childminder role models good manners. She uses 'please' and 'thank you' when talking with children.

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

- The childminder gathers detailed information from parents when children first start. This helps her to understand what children know and can do as she plans her curriculum and incorporates their interests. The childminder completes regular observations and assessments to ensure that children are prepared for their future learning and a subsequent move on to school.
- The childminder is sensitive to children's individual needs. She talks to and soothes children as she changes their nappies. The childminder follows children's personalised patterns of being settled to sleep. Children snuggle in close while drinking their milk, before the childminder pats them to sleep and lies them in a cot.
- The childminder places an emphasis on children's language and communication development. She incorporates songs into her daily routine. The childminder talks a lot to children and narrates their play. As a result, children learn to speak well. Young children listen and begin to repeat the new words in context, showing their understanding.
- The childminder provides a range of books to help to encourage children's literacy skills from an early age. For example, she ensures that children's favourite books are always available to encourage a real interest in books. The

childminder also provides opportunities for children to listen to stories being read.

- The childminder provides healthy snacks and meals for children. Older children enjoy helping her to choose what they would like from the options she gives them. Children are offered water with their snacks and throughout the day. Consequently, children learn about the importance of adopting healthy lifestyles.
- The childminder ensures that her mandatory training is up to date, to help her to keep children safe and well. She develops her skills and knowledge of other childcare issues, such as by attending webinars and through online training. The childminder evaluates her setting and looks for ways to improve the experiences and outcomes for children.
- Partnerships with parents are strong. They comment that the childminder offers a home-from-home setting and goes above and beyond. Parents discuss that the childminder keeps them well informed about what their children are learning. They say that they have seen big improvements in their children's development. The childminder recognises that she could form partnerships with other settings which children attend to ensure continuity of care and learning.
- The childminder supports children to learn about colours and numbers through general conversations and activities. For example, the childminder models counting when children explore a stacking toy. Children interact with a range of shapes as they play with shapes sorters and wooden blocks. However, the childminder does not talk about the names of shapes to enhance their mathematical knowledge further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She risks assesses her premises and provides a safe and secure place for children to play. The childminder can recognise when a child may be at risk of harm or abuse. She knows how to report concerns regarding a child's welfare to ensure their safety. The childminder knows what to do if an allegation is made against herself or a household member. She holds a current and valid paediatric first-aid qualification. This means that she can respond appropriately if a child were to have an accident or minor injury.

## What does the setting need to do to improve?

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

- develop partnerships with other settings that children attend to promote continuity in children's learning and development
- support younger children to develop their understanding of shapes, to enhance their mathematical knowledge.

## Setting details

<b>Unique reference number</b>	EY403061
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10301407
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	31 January 2018

## Information about this early years setting

The childminder registered in 2009 and lives in Keighley, West Yorkshire. She operates all year round, from 7am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

## 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 their evaluation of the setting.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training.
- The inspector viewed written feedback from parents to gather their views.
- The childminder joined the inspector for a joint observation.

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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