

Childminder report

Inspection date: 10 October 2024

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 a warm, welcoming and homely environment. Children show that they are happy, relaxed and settled in her care. The childminder forms strong attachments with children. She has a kind and nurturing approach, which helps children feel safe and secure. The childminder takes account of the different emotional needs of each child and supports these well. For example, she provides children with cuddles and the reassurance that they need when they arrive at the setting. This helps children to settle in quickly and develop secure attachments with the childminder. The childminder has high expectations of children's behaviour. She consistently reinforces clear and consistent boundaries in practice. This helps children understand what is expected of them and develops their social and emotional skills well.

The childminder organises free-flow learning opportunities well. Children are happy and confident learners. They navigate the different activities and play equipment the childminder provides for them and make free choices in their play. Children persevere and are willing to have a go and try things for themselves. For example, they sit for long periods of time threading laces into cotton reels and connecting colour pegs together to build simple structures. Children develop good critical thinking and problem-solving skills. This sets them up well for their future learning and eventual move to school.

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

- Children make good rates of progress from their starting points, overall. The childminder observes and assesses children's learning to monitor their progress. She uses her knowledge to identify any gaps in a child's development and considers what they need to learn next. From this, she plans activities and learning experiences for children to access independently, which helps to build on their knowledge and skills over time. However, some adult-led activities are not as carefully planned and do not always target the individual learning needs of each child.
- The childminder takes the time to get to know each child when they first start at the setting. She gathers detailed information from parents about their child's individual needs and interests. The childminder uses her knowledge to plan familiar routines and activities that are targeted to children's individual needs. This helps children to relax and have a sense of belonging from the day they start at the setting.
- The childminder supports children to develop their communication and language skills well. For example, children have daily opportunities to read stories and sing nursery rhymes. The childminder provides a language-rich environment. She speaks clearly and repeats words back to help support children's emerging

speech and language skills. The childminder listens patiently and gives children the time and the space that they need to think and respond to her questions.

- Children have many opportunities to develop their social skills. For example, the childminder takes children to local playgroups where they take part in activities with other children from the wider community. They attend a local library for story time sessions and visit the local shops to buy food produce. This helps children develop an understanding of the world beyond their own experiences.
- Children increasingly develop their independence and learn how to manage their own personal hygiene in preparation for school. For example, children help to clean away play equipment and tidy up in preparation for mealtimes. They wash their own hands and learn about the importance of keeping themselves healthy. Children learn how to put on their own shoes and fasten their coats.
- Partnerships with parents are strong. There is a good two-way flow of information shared between the childminder and parents. This helps to ensure children's daily care needs are met. The childminder shares information with parents about their child's progress and suggests ways to support their learning at home. This helps to ensure a consistent approach towards a child's learning both in the childminder's setting and at home.
- The childminder reflects on the quality of her setting and practice well. She values the importance of accessing training for her continued professional development. She regularly attends meetings with the local authority to keep up to date with any changes. This helps to ensure the childminder continues to meet the requirements of the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- find ways to improve the way adult-led activities are planned to ensure that they are well matched and target the individual learning needs of each child.

Setting details

Unique reference number	302609
Local authority	Bradford
Inspection number	10357600
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	0 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 1998 and lives in the Undercliffe area of Bradford, West Yorkshire. She operates all year round, Monday to Friday, from 7.30am to 6pm, except for bank holidays and family holidays. The childminder provides government funded childcare. She has an appropriate level 3 childcare qualification.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to, and interacted with, the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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