

Childminder report

Inspection date: 18 November 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

Children thrive in this safe, welcoming setting. The childminder ensures that children have lots of opportunities to explore outside and the wider community, and recognises how attending playgroups supports children's socialisation skills. This shows in the setting as the children are confident and chatty. Furthermore, the childminder develops a supportive relationship with the children, and supports them with skills, such as sharing and turn taking.

Where children struggle with displaying appropriate emotions, the childminder sensitively supports them. When children become upset when struggling to share, the childminder displays empathy with the child, recognising their feelings and reinforcing that it is fine to feel that way. The childminder skilfully encourages the children to re-join the play.

The childminder has a good overall understanding of children's next steps in learning, and talks about how she plans for these. This helps all children to make good progress. The childminder focuses learning around children's interests to engage them in learning. The childminder carefully listens to children in her care and repeats back to them to support pronunciation and grammatical skills. She narrates what she or the children are doing to develop sentence structure and vocabulary skills.

The childminder models a positive attitude to learning, and gently reinforces good manners and expected behaviour. This supports all children to demonstrate good behaviour and manners.

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

- The childminder effectively identifies what the children in her care need to learn, using their starting points, and plans her activities and environment around this. For example, to support children who need to develop confidence, the childminder plans an activity singing nursery rhymes. Children are encouraged to take turns to choose a nursery rhyme prop, and then talk about what they have. Children are encouraged to link this to their own experiences.
- Children engage in effective storytelling activities. The childminder uses a book and resources effectively to introduce vocabulary, such as 'guava, Kenya' and 'avocado'. Children have good concentration as they listen to the story, and are encouraged to ask questions. The childminder responds to these appropriately, and uses the book effectively to ask children effective questions.
- The childminder effectively incorporates mathematics learning into children's play. For example, when children are playing with a role-play birthday cake, the childminder asks children how many candles they have then models counting

these. Furthermore, she questions children about how many slices of cake they have and how many she has, encouraging them to count with one-to-one correspondence.

- The childminder works hard to provide a calm and welcoming environment with boundaries. Children are aware of expectations, and when it is sensitively suggested that children are not meeting these, they recognise and acknowledge this, changing their behaviour. Children have an excellent attitude to learning, and display good listening skills. They have a good relationship with the childminder, and see her as a source of comfort.
- The childminder works hard to provide a healthy diet, and provides home-made dishes for the children. Parents speak positively about the nutritious food provided. The childminder promotes hygiene, ensuring that children wash their hands after going to the toilet or before eating, and providing children with sanitising gel after they have wiped their noses.
- Parents are very positive about the childminder. They recognise the progress that their children have made since attending the setting, and appreciate the daily feedback and updates about next steps in learning. Parents speak highly about the number of trips that children access and recognise the benefit of this in their development. They are grateful for additional information shared with them around child development issues, such as potty training.
- The childminder has undertaken lots of training to further develop her knowledge around child development. She has undertaken training around aspects of safeguarding and knows what to do if she had a concern about a child, or if an allegation was raised about a member of her household.
- Although the childminder provides lots of opportunities for learning, she does not always plan effectively to extend this. For example, when children find ice outside, the childminder acknowledges that it is cold but does not effectively explain why the ice is there.

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:

- plan more effectively so that children's knowledge and skills are extended through their everyday play and learning.

Setting details

Unique reference number	EY398733
Local authority	Bradford
Inspection number	10367443
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 February 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Eccleshill area of Bradford. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector

Emma Murphy-Keen

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 with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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