

Childminder report

Inspection date: 6 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are excited to attend this safe, nurturing and inspiring setting. Adults demonstrate superior teaching and have high aspirations for all children, including those with additional needs. Children show sheer joy while taking part in a limitless range of expertly planned activities and experiences. All children excel and have a zest for learning. They leave with a wealth of knowledge, experiences and lifelong skills. This includes children in receipt of additional funding.

Children have exceptional focus, confidence and independence as they move freely between the richly resourced indoor and outdoor environments. Toddlers delight in filling up the watering can to water flowers which are growing in labelled plant pots. They curiously explore mud in the exploratory kitchen. Older children have fun following recipes. For example, they make 'mud buns' and a 'pine cone pie'. Children are curious learners who relish challenges. For example, they develop great perseverance and resilience while chopping raw vegetables in the role-play area. They proudly exclaim, 'I told you I could do it!'

Children demonstrate excellent behaviour, social skills and friendships. They kindly take turns to mix dough ingredients. They pass round the sprinkler hose to water the array of vegetables and edible flowers which are growing in the planting beds. Children readily respond to the tidy-up song. They use impressive language at lunchtime, while reflecting on what they have been learning that morning.

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

- Adults swiftly identify early developmental concerns through meticulous assessments. This leads to unique support plans and first-class training, partnerships with others and strategies such as using sign language.
- Unique activities and resources enrich children's experiences. For example, children go on an exciting journey in a 'car' which is made from a wooden pallet, bicycle wheels, a steering wheel and chairs. Adults reinforce and deepen children's knowledge superbly, for example through photos, outings, literature, interactive displays, videos and visitors.
- Adults create an accessible outdoor clothing station to facilitate children's love of the outdoors and nature all year round. Children recall amazing facts, such as how the edible flowers are called 'nasturtium'. They talk about the life cycle of their froglets and how plums grow on trees. Children help to design and make habitats, such as a hedgehog house.
- Adults expertly ask challenging questions and skilfully incorporate early mathematics, such as when children follow recipes. They spark children's imagination during a tea party, where they drink from silver goblets and eat 'mud' buns.

- Adults help children to develop essential communication and early literacy skills. They model excellent language during activities, care routines and songs. Adults also use visual aids, including sign language stories and props, singing and story spoons, and story bags. While sitting in the role-play pirate ship, children listen with great anticipation to a favourite enthralling story about a shark.
- Adults use extremely positive incentives to support significant milestones, such as toilet training or giving up dummies. Children beam with pride when they receive a certificate for their kind and thoughtful behaviour.
- Children have secure emotional attachments to loving adults. The childminder gathers extensive information to help new children settle, and she exchanges a wealth of information with parents thereafter. She uses ample initiatives to inspire parents to support children's progress at home. Parents' feedback is highly complimentary.
- Children learn to be kind, caring and respectful citizens. For example, they undertake litter picking expeditions and contribute to the community gardens. Visitors help children to learn about recycling, as do visits to the waste removal site. Children recycle clothes, books and plastic bottles.
- Adults promote children's physical development and understanding of healthy lifestyles superbly. Children learn to use equipment such as a climbing dome and mini climbing crest. They confidently ride over ramps on balance bikes. Two-year-old children dig with trowels, and toddlers learn to use eating utensils independently. Children harvest food, readily tuck into hearty freshly prepared meals and brush their teeth after lunch.
- Adults provide excellent opportunities for children to learn about difference. For example, children compare family photos. They visit places of worship, and visitors bring in items such as a prayer mat and traditional clothing.
- Adults constantly reflect on and evolve practice, such as through exemplary continued professional development. Parents complete precisely targeted questionnaires and the childminder embraces any suggestions they make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants give the utmost priority to children's welfare. They carry out meticulous risk assessments to ensure children's good health and safety, including where children have special educational needs and/or disabilities. Adults have completed training which covers a wealth of safeguarding subjects. They have an in-depth knowledge of possible indicators of abuse and of how to report their concerns. Visits from the police and crossing guard, for example, help children to learn about dangers and keeping themselves safe. Children also learn to manage risks. For example, they use woodwork tools, under close supervision, and negotiate the challenging physical apparatus.

Setting details

Unique reference number	2527078
Local authority	Bradford
Inspection number	10215073
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	12
Number of children on roll	27
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Buttershaw, Bradford. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays, family holidays and the week between Christmas and New Year. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants. The childminder and one of her assistants hold early years qualifications at level 3.

Information about this inspection

Inspector
Rachel Ayo

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 inspector observed all areas of the home that are used for childcare purposes.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years provision and implements her curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children and the childminder's assistants during the inspection. She also spoke with parents, including over the telephone. The childminder also shared written feedback from parents.
- The childminder shared a variety of relevant documents, including children's records of learning, training certificates and evidence of the suitability of persons living and working in the household.

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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