

Childminder report

Inspection date:

16 November 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 play happily and flourish with the loving and nurturing childminder. Children excel in their learning and are more than ready for school because the childminder has high expectations of what they can achieve. Children take part in an inventive, captivating and limitless curriculum. This is expertly planned by the childminder and her co-childminder, who have a wealth of combined experience, knowledge, skills and qualifications. For example, children develop and express their ideas through awe-inspiring arts and crafts, sensory activities and intriguing experiments. The childminder's background as a science teacher enriches children's experiences.

Something which makes this setting unique is the exemplary outdoor curriculum and the amazing things that children learn about the wonderful world around them. For example, children visit castles, museums and the garden centre. They learn about amphibians, insects such as the honey bee and life cycles. Children explore autumnal items, which they have collected on a nature walk, with great intrigue.

Children develop exceptional independence and confidence as they do things for themselves. They freely move around the safe, richly resourced and highly stimulating environment. Children have extremely secure attachments to the childminder, who mirrors care routines from home. This helps children to develop high levels of emotional well-being. Four-year-old children model exceptional behaviour and social skills to their younger peers, who are learning to share and take turns.

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

- The childminder has a first-rate knowledge of the educational programmes and how children learn. She uses extensive self-reflection tools and training resources, including webinars, such as those linked to the outdoor curriculum. This results in high-quality teaching and learning.
- The childminder meticulously monitors children's development and identifies their next steps in learning, in excellent consultation with parents. She showcases to parents what children are learning, for instance via social media and by sending photos which capture children's 'wow' moments.
- The childminder ingeniously reinforces children's learning. For example, she creates interactive displays and uses online videos to prepare children for awe-inspiring activities, such as 'fizzy' art and replicating an erupting volcano. The childminder enriches children's learning with home-crafted resources, such as singing props and 'feelings' spoons.
- Toddlers and young children develop high levels of curiosity. For example, they investigate different-textured media during small-world farm play. The

childminder introduces excellent words and language to expand on their emerging communication skills.

- The childminder has a superior knowledge of each child and their care needs because of excellent settling-in programmes and consultation with parents. Children develop high levels of emotional well-being. For example, they learn about feelings and self-awareness through initiatives such as Mental Health Awareness week.
- The childminder creates excellent foundations for children to become fluent readers. For example, she provides a language-rich environment and sings many songs. The childminder fosters children's love of books superbly and inspires parents to do the same. For example, children dress up for World Book Day and take home library books and characters linking to favourite stories, which they make using pegs.
- The childminder links exciting activities to favourite stories. For example, children listen attentively to an amusing rhyming story about two burglars who plan to steal a farmer's prize cow. They have immense fun using a story map to re-enact the story during small-world farm play.
- Children develop excellent physical skills. For example, toddlers use sit-and-ride toys and young children cautiously build towers with unusual construction toys. Older children demonstrate wonderful friendships as they competently use scissors to cut out favourite toys from the catalogue to create a collage.
- The childminder recognises the endless unique learning opportunities which the outdoors offers. She links many outings to expansive topics that start, or continue, in the setting and accelerate children's learning. Children also take home their very own 'passport' which captures the special places where they have been.
- Children have first-class opportunities to celebrate everyone's uniqueness. For example, they learn about expansive traditions and celebrations, and resources positively reflect their family background and cultural identity. Children also compare one another's special characteristics through activities such as creating clay self-portraits.
- Children develop an excellent awareness of healthy living. For example, they help to prepare nutritious food, such as soup, and make pies with foraged apples. Children take part in broad-ranging activities promoting good oral health during National Smile Month. Older children manage personal care routines exceptionally well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes meticulous risk assessments to assure children's good health and safety. As part of this, she ensures that equipment, activities and resources are safe and suitable for the intended age group. The childminder has a comprehensive understanding of child protection issues. She updates all aspects of safeguarding training and refreshes her knowledge, for instance by completing safeguarding quizzes. Meticulous health and safety policies and procedures, and

further related training, underpin the safe management of the setting. For example, the childminder places ice packs in children's lunch boxes when children arrive and follows guidance from accident prevention organisations to minimise choking hazards from food.

Setting details

Unique reference number	2595397
Local authority	Bradford
Inspection number	10251371
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 5
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Baildon area of Bradford and works with another childminder. The childminder is open during term time from 7.30am to 5.30pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children and holds qualified teacher status.

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place. She spoke to children about what they enjoy doing.
- The inspector spoke with the childminder and her co-childminder to understand how they organise the early years provision and implement the curriculum.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector gained verbal and written feedback from parents, including that reflected in questionnaires.
- The childminder shared 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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