

Childminder report

Inspection date:

15 November 2023

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 thrive in this setting where the childminder expertly meets their learning and development needs. The childminder is dedicated to children's care and education. Children are excited to explore the thoughtfully planned experiences, which are focused on developing their individuality. For example, the childminder has crafted a garage and placed numbers on cars and corresponding parking spaces to support children's number skills. Children build extremely strong and secure bonds with the childminder, who provides exceptional care. The childminder gives attentive and thoughtful consideration to children's daily needs knowing when they just need a cuddle. This helps children to feel safe and secure and they are extremely happy in the setting.

The childminder has high expectations of children's behaviour. She provides consistent messages and praise for children's achievements. Children learn why and when behaviours are appropriate and are supported to manage their emotions with exceptional care and attention. For example, the childminder encourages children to share and carefully explains why this is a kind thing to do. She is a wonderful role model for children to learn and develop from.

The childminder's teaching is exceptional. She interweaves children's previous learning experiences into new activities with ease. This supports children to recall and retell those experiences and make strong connections in their knowledge and understanding. This is evident as children look outside using binoculars, the childminder asks children to recall what they have learnt previously about identifying the birds. They use the books available to show the childminder which birds they have seen and mimic their sounds.

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

- The childminder plans her curriculum to give children many opportunities to gain independence, such as using tools to prepare their own snacks. The childminder is focused on supporting children's social and emotional well-being. She cares deeply about children and is utterly focused on giving the very best experiences. This includes taking children to toddler groups to promote their social skills and to the library to develop their love of stories.
- The childminder's use of language through song, rhyme and speech is superb. Her interactions with children are delightful. The childminder gives care and attention to each child's level of development and understanding. She tailors her teaching intricately to children's needs. For example, to support younger children's physical development the childminder and children have great fun playing hide and seek,. She encourages children to move between the rooms safely then shout out in joy as they find their friends.

- The childminder expertly promotes children's physical skills and delights in their achievements. Children excitedly inform the inspector how they enjoy walking in the woods, collecting leaves and throwing stones into the water. The childminder and children enjoy exploring the outdoor area, growing vegetables and creating recipes in the mud kitchen. This provides children with an understanding of nature and what it can provide.
- The childminder provides excellent opportunities for children to become confident using mathematics. Children from a young age demonstrate a wonderful understanding of numbers. They point out numbers in books and within the setting. Children count how many bricks of each colour they have used in a tower. Children confidently use mathematical language in their play.
- When children first start with the childminder, she gathers detailed information from parents to ensure that children's learning is targeted to meet their age and stage of development. She diligently tracks children's progress and swiftly identifies children who may benefit from additional support. This ensures that children make exceptional progress in their learning and development, including children with special educational needs and/or disabilities.
- The childminder strives to improve her already excellent practice. She completes regular training to support and enhance children's experiences. For instance, the childminder has used training to transform the way she supports children's understanding and use of speech and language. The childminder places a strong emphasis on evaluating her practice to ensure that she is providing an excellent quality of education for all children.
- Parents are extremely happy with the service which the childminder offers. Relationships are open and honest, and the childminder shares information freely. Parents feel supported and valued. The childminder is consistently thinking of new ways to engage parents, sharing information and ideas that support their children's learning at home. The strong relationships built with parents and other professionals mean that children's needs are met quickly.
- The childminder uses back-and-forth interactions to support children's early communication, and children listen and respond enthusiastically. Older children are enthusiastic learners as they point out the shapes within books. Younger children recall the sounds of the animals as they join in with rhymes. As a result, children make excellent progress in their speech and language acquisition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her roles and responsibilities to keep children safe in her care. She is knowledgeable about the signs and symptoms that may indicate a child could be at risk of harm. The childminder knows who to contact if she has any child protection concerns or if an allegation where to be made against her or a member of her family. She keeps comprehensive records of any accidents or pre-existing injuries and understands the importance of monitoring these. The childminder teaches children to keep themselves safe, such as by teaching them road safety and about being safe

around strangers.

Setting details

Unique reference number	2638065
Local authority	Bradford
Inspection number	10289284
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Bradford, West Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 and the inspector completed a learning walk together to understand how the early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of suitability and training.

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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