

Childminder report

Inspection date:

28 February 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from a curriculum with an excellent emphasis on communication and literacy. They look forward to daily opportunities to join in with songs and stories. For example, as children follow hygiene routines, they sing the handwashing song. The childminder introduces words in context. For example, when talking about dental hygiene, she introduces the word 'plaque'. Babies show what they have learned and remembered. They independently use their hand to make the sign for 'hello' when responding to adults. The childminder has high expectations for children's learning. She provides a language-rich environment. Children continually build and extend their vocabulary through stories, role play, songs and discussion.

Throughout the COVID-19 pandemic, the childminder has continued to show her dedication and commitment to children's learning. When childcare was only available to some children, due to COVID-19 restrictions, she sent parents activities linked to books to continue to support children's literacy development at home. This helped the childminder to maintain strong attachments with children and their parents and ensure a smooth transition back into the provision.

Children show how they have strong emotional bonds with the childminder and her assistant. They consistently have a positive attitude to play with their friends. Children's behaviour is exceptional. They are happy, safe and show high levels of confidence in social situations.

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

- The childminder uses charity events, such as World Book Day, to enhance children's love of books further. Children bring their favourite story from home. They take part in activities around these books, which also supports their imaginary play. For example, children dress up as a character from the story and enjoy tea parties where they also try new food. The childminder extends children's vocabulary at every opportunity. Children make excellent progress in their communication and literacy development.
- The childminder provides a curriculum that keeps children enthusiastic in their learning. She embraces children's interests and provides learning that is highly engaging. Children build on and remember what they already know and can do. Their experiences over time are planned to ensure that they have the essential skills they need for their future education.
- Children visit indoor play gyms, the local park and go on walks to see the horses in the nearby field. They also learn about dental hygiene. They do this through books and practise brushing a set of model teeth. The childminder supports children's physical development, health and well-being exceptionally well.

- The childminder plans exciting activities outside of the home. She takes children to the local pet shop and extends this with a trip to the farm. Children also use public transport, such as buses and trains, as the childminder knows that some children may not have had these experiences. Children visit science and media museums. They also visit other local settings. Children learn about the world. They are well prepared for the wider social network of school.
- Partnerships with parents are incredibly strong. Many children and families have remained with the childminder for years. Written feedback from parents is extremely positive. Parents write how they are well informed about their child's daily activities, achievements and development. The childminder sends home written reports, such as the progress check for children aged between two and three years. Parents and children meet socially with the childminder. They also receive information via daily diaries and verbal feedback from the childminder.
- The childminder strives to be the best she can be. She has received prestigious awards for her commitment to children and families over the years. The childminder has years of experience in her role, yet she continues to attend training and keep her knowledge fresh. She also feels that she benefits greatly from sharing practice and expertise with other childminders and staff at local day-care settings. This shows her unwavering passion and commitment to the children in her care and the significant progress they make.
- Toddlers persevere in their activities, such as when they fit shape pieces into slots. They respond 'no' when asked by the assistant if the piece fits. Toddlers listen to instructions to turn the pieces around until they are successful and receive praise for their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She regularly attends training and has a very secure knowledge of the possible signs and symptoms of abuse. The childminder has a broad understanding of wider safeguarding concerns, including risks linked to radicalisation and extremist behaviour. She and her assistant are confident to report any concerns about a child's welfare. The environment is highly stimulating for children and incredibly safe. Furniture, equipment and resources are of high quality and suitable for the age of the children. The childminder has been incredibly proactive in the way she has maintained safety during the COVID-19 pandemic.

Setting details

Unique reference number	505124
Local authority	Bradford
Inspection number	10117313
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 February 2016

Information about this early years setting

The childminder registered in 1984 and lives in the East Bowling area of Bradford. She operates all year round from 7.45am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. She sometimes works with an assistant.

Information about this inspection

Inspector

Jane Tucker

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 held discussions with the childminder. She looked at relevant documentation on request.
- The childminder and the inspector had a learning walk and discussed the early years provision and the aims of the curriculum.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of parents' written views.

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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