

Childminder report

Inspection date: 4 February 2020

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's experiences and needs are central to everything the childminder plans and organises. The childminder reviews and evaluates her setting extremely well and identifies further improvements. For example, babies now have more space to move about because the childminder has reorganised the play environment. Resources placed at a higher level entice babies to pull themselves to a standing position to explore and further develop their physical skills.

Children are happy, settled and have warm, trusting relationships with the childminder. They explore very confidently and return to her for comfort and support when needed. The childminder encourages children to be very independent from an early age, which boosts their confidence and self-esteem. Toddlers are very caring towards babies. The childminder gives them little tasks to do, such as give out cups and plates at snack time. Toddlers also show pride as they make their own sandwiches, with support from the childminder. The childminder is very patient and gives time for children to persist at tasks and praises their achievements.

The childminder uses her excellent knowledge of how children learn and develop to plan engaging activities. The childminder quickly identifies children's next steps. For example, as she helps a child to display their art work on the wall, she notices their attempts to use the scissors to cut the tape. The childminder identifies this as a new achievement then considers ways that the child can further practise their coordination skills.

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

- Children make rapid progress in their learning and development. The childminder uses her observations, detailed assessments and her excellent knowledge of children's interests to plan stimulating and exciting activities. For example, toddlers are given opportunities to make marks in a variety of ways indoors and outdoors. They use their fingers and brushes in the shaving foam, or use chalk, crayons and pens on paper and boards. Very young children develop early writing skills as they make lines and circles.
- The childminder provides an excellent learning environment that is appealing to the children. All resources are accessible at child height and divided into areas of learning, such as a book area, creative area and role-play area. Children freely access the resources and make choices about what they wish to do, which promotes independence.
- Children's communication and language skills are promoted extremely well. The childminder constantly talks with the children about what they are doing. The children choose their favourite songs to sing, and they move rhythmically to the

music. They explore musical instruments and relax to the sounds of the rainmaker. Children look at books with the childminder and talk about what they see. Great delight is shown when toddlers say and practise new, complex words, such as 'helicopter' and 'potatoes'.

- The childminder provides an excellent range of open-ended resources that she uses in multiple ways to inspire children's creativity. Children have fun as they explore different uses for a large tube. They pretend to use it as a telescope to find toys and discover how it changes their voice when they speak through it.
- Children learn about their feelings and how to manage their emotions exceptionally well. They develop a sense of belonging when they talk about being part of the 'childminder's crew'. Children are involved in creating the rules of behaviour in the setting and discuss how they feel when they are angry or proud. The childminder helps young children to identify their emotions when she talks about them being 'happy' when they move to the music.
- The childminder has a very calm, confident and relaxed manner and this helps children develop their independence and feel comfortable. They regularly attend other groups within the community. This ensures a wide range of experiences and social environments that promote an understanding of people and communities.
- The childminder has purposeful relationships with children and their families. She ensures parents remain continually up to date about their children's ongoing care and development. The childminder uses information from parents and the local school to complement learning in her setting. This influences the excellent progress that children make. Parents comment very favourably about the quality of the childminder's service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly confident in her ability to identify and report concerns to other agencies. She ensures that safeguarding and children's welfare are paramount and updates her training regularly. The childminder risk assesses activities, including those outdoors or off site, and takes effective action to minimise hazards. The childminder fully understands safety regarding social media and the internet, and helps children to understand the risks. Her records, policies and procedures are meticulous and are used to protect children exceptionally well.

Setting details

Unique reference number	EY278369
Local authority	Bradford
Inspection number	10117362
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	16 June 2016

Information about this early years setting

The childminder registered in 2004 and lives in the Wilsden area of Bradford, West Yorkshire. She operates all year round, Monday to Friday from 7am to 6pm, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children. She has an early years qualification at level 3.

Information about this inspection

Inspector

Helene Terry

Inspection activities

- The inspector observed the premises.
- The quality of teaching was observed during activities and the impact this has on children's learning was assessed.
- The inspector had discussions with the childminder and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the written views of parents into account.

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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