

Childminder report

Inspection date: 11 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 develop high levels of confidence within this welcoming and nurturing environment. The childminder takes time to find out a wealth of information from parents about what their children know and can already do. She weaves this information through all aspects of her inspirational practice. Children flourish within the setting and become deeply engaged in their play. The childminder completes meticulous assessments of children's learning. This helps to precisely identify what they need to learn next. The childminder and her assistant promote children's communication skills remarkably well. For example, they pretend to be puzzled during activities. They encourage children to think about other ways to solve problems they encounter. Children excitedly call out different ways to gauge the strong winds during outdoor play. They hold their own made streamers and spinners up in the air and laugh as the wind spins them around quickly. The childminder and her assistant follow children's lead during conversations. They introduce a widening range of vocabulary as children play and expertly focus this on children's pronunciation. The childminder and her assistant shower children with an abundance of praise and encouragement as young children use new words and phrases. Children behave exceptionally well. The childminder and her assistant have high expectations for all children. They continually embed excellent manners and respect for others. Children show admirable social skills.

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

- Children immerse themselves in role-play games and activities. They work collaboratively on their chosen tasks. Children pretend to write down food orders, prepare meals for one another and fill their play trolleys with shopping. Children use bags and tell others they are 'off to the shops'. The childminder provides more challenge to children's exploratory play and introduces real items, including fruit and vegetables, as children play. This helps to enrich children's creative thinking skills.
- Children show a deep fascination during messy play activities including exploring dough and paint. Young children use their whole bodies to make various marks on large sheets of paper. They smile and laugh as they cover themselves in paint and crawl, walk and slide over the paper. Children mix and combine colours as they play. The childminder extends their learning further and introduces different shapes and numbers for older children. Children print using the various shapes and numbers. This helps to refine their creative skills and successfully promotes their awareness of shape, colour and number.
- Partnerships with parents are a key strength of the setting. Parents are extremely complimentary about the setting, the childminder and her assistant. The childminder shares children's learning regularly with parents, for example through daily journals, photographs and observations, and she values parental

contributions towards children's learning.

- Children have excellent opportunities to develop control over their bodies. They show high levels of enjoyment in being physically active in their play. Children sustain high levels of concentration and demonstrate great determination as they challenge their physical skills during outdoor play. They stomp through freshly fallen snow and laugh excitedly as they participate in ball games with the childminder. Children are provided with healthy, nutritious meals and learn to follow excellent standards of hygiene. They learn why it is important to remember to wash their hands before mealtimes. The childminder celebrates joyfully as children learn new self-care skills, including toilet training routines. This helps to promote children's physical and emotional well-being.
- The childminder reviews her own and her assistant's practice. She makes improvements to help ensure she maintains consistently excellent levels of care for children. The childminder completes her own research and evaluates her learning. She also uses professional development opportunities extremely well to improve her skills and children's experiences.
- Children's independence skills are promoted throughout all care and learning opportunities. They proudly show others their achievements as they learn to dress themselves in preparation for outdoor play. Children are equipped with the key skills for learning and their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate an excellent understanding of safeguarding procedures. The childminder is extremely vigilant and shares updated changes to her policies with her assistant. They both complete extensive training and are alert to any possible indicators of abuse. The childminder and her assistant are confident in their ability to deal with wider safeguarding issues, including reporting concerns that a child or family may be at risk of being exposed to extreme views. The childminder completes extensive risk assessments. The premises are kept secure and safe. The childminder carefully considers the planning of activities to help ensure safety of all children. For example, children use safety scissors during activities and learn to safely use knives to cut up their food during mealtimes. Children continually learn how to keep themselves safe.

Setting details

Unique reference number	EY289618
Local authority	Bradford
Inspection number	10117373
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	12
Number of children on roll	4
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in Bradford, West Yorkshire. Her husband works as an assistant. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 4 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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