

Childminder report

Inspection date:

1 December 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 are eager learners who are highly motivated. They excel, in readiness for school, because of an inventive, challenging and inspiring curriculum and first-rate teaching. This includes children in receipt of additional funding. Children are engrossed as they play in the richly resourced and enabling environment. This includes interactive displays, home-crafted resources and historical role-play artefacts.

The childminder nurtures children's natural curiosity as learners. Children have exemplary opportunities to explore and investigate while playing with resources that can be creatively used, moved and combined. For example, toddlers practise their hand-to-eye coordination while placing curtain rings onto the mug tree. Two-year-old children inquisitively pour water and roll pine cones down plastic guttering. Three-year-old children learn that by strategically changing the angle, the speed of objects significantly increases. They play imaginatively in the exploratory kitchen as they weigh pine cones and count them into the empty chocolate tray.

Children play happily and have strong emotional attachments to the childminder and her assistants, who are loving and caring. This helps them to flourish, feel safe and develop exceptional confidence. Children demonstrate exemplary behaviour and develop excellent independence during meticulously organised and nurturing care routines. They learn to share and be kind as they develop friendships during highly sociable activities, such as building with foam blocks in the outdoor construction role-play area.

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

- The childminder meticulously identifies children's stage of learning, interests and next steps, and she expertly adapts activities accordingly. For example, during rice play, younger children develop their small-muscle skills through filling, pouring and scooping. Meanwhile, three-year-old children learn about early mathematics while using weighing scales, for instance.
- The childminder reinforces children's learning and recall superbly through photo booklets, interactive displays and videos linked to planned activities. She expands children's knowledge through limitless outings. For example, children learn about barges and help to operate a canal lock.
- Children develop excellent small- and large-muscle skills. For example, they excitedly warm up to go outdoors with fun action songs. The childminder plans more novel activities, such as posting dried spaghetti through a sieve and large-scale painting on a shower curtain draped over the washing line.
- The childminder and her assistants create a language-rich environment. Children

love looking at books and listening to enthralling stories. The childminder enriches storytelling, for example with home-crafted props. She sets up role play, small-world activities and displays to help children to re-enact and remember stories.

- The childminder and her assistants expertly expand children's learning. For example, they encourage children to smell cinnamon sticks and spiced dried fruit slices, and they ignite children's thinking skills. Children predict how many scoops of rice it will take to balance the scales and which sized spoon will make this quicker.
- Children have extensive opportunities to learn about everyone's uniqueness. For example, they observe different families in books when creating dough self-portraits and use mirrors to compare features. The playroom environment reflects many positive images of diversity, and children take part in a breadth of activities that celebrate multiculturalism.
- The childminder and her assistants foster children's self-esteem and confidence superbly. For example, they use positive words, such as 'amazing', and celebrate children's achievements with 'wow' certificates. They use stories, resources, activities and conversations to help children to express their feelings.
- The childminder instils excellent messages about living a healthy lifestyle. For example, children look at all aspects of the human body, including oral health, while learning about life cycles. They thoroughly enjoy hearty home-cooked meals, shop for healthy foods and help to prepare tooth-friendly snacks.
- The childminder gathers extensive information about each child to help them settle in. Subsequently, parents receive high-quality information about children's care, learning and how to extend these. For example, they receive information electronically and through newsletters, records of learning, videos and photos.
- Parents' feedback is highly complimentary. For example, they comment on the fantastic educational aspect of the setting and the safe and loving environment. Further comments include how children's speech and other aspects of their development have 'skyrocketed' and how children are exceeding developmental milestones.
- The childminder and her assistants' qualifications, and exceptional commitment to continued professional development, have a significant impact on the ever-evolving first-class practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out rigorous risk assessments and hygiene routines. This helps to promote children's safety, good health and well-being. Her assistants make such routines fun and engaging through singing songs. The childminder and her assistants complete safeguarding training and quizzes and have an in-depth knowledge of child protection issues. This helps to protect children from harm. Children learn to keep themselves safe during challenging activities, such as climbing trees, grass sledding, wall climbing and negotiating a simulated caving system. They also learn basic first aid and how to summon for help. The

childminder provides information for parents related to online safety, food choking hazards and car seat safety, for instance. This helps everyone to promote children's welfare together.

Setting details

Unique reference number	EY346444
Local authority	Bradford
Inspection number	10229522
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 11
Total number of places	12
Number of children on roll	26
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 2007 and lives in Wibsey, Bradford. She operates Monday to Thursday, from 8am to 5pm, all year round, except for bank holidays and family holidays. The childminder works with two full-time assistants, and her husband is registered as an assistant for emergency back-up care only. The childminder and both full-time assistants hold an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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 provider.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place, indoors and outdoors. She spoke to children and the childminder's assistants during the inspection.
- The inspector held discussions with the childminder to understand how she organises the early years provision and implements her curriculum. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and the inspector undertook a joint evaluation of an activity being carried out by the childminder's assistants.
- The childminder shared relevant documents with the inspector. These included evidence of the suitability of persons living or working in the household, records of learning, training certificates and written feedback from parents.

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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