

Childminder report

Inspection date: 8 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is outstanding

The inspiring childminder has high expectations and plans an exemplary curriculum. This is complemented by safe, accessible and stimulating environments. Children are eager to learn. They are deeply engaged and focused on all activities. Teaching is innovative in helping children to retain knowledge and build on their existing skills and experiences in readiness for future learning. For example, children add nature items and herbs, such as mint, to water before freezing this. The childminder encourages children to predict what might happen when they sprinkle salt over the ice cubes and spray them with warm water. Children observe the ice cubes in amazement as they quickly melt and expose the contents.

Children have excellent attachments to the childminder and are extremely happy, confident, sociable and independent. Their behaviour is exemplary and they have extensive opportunities to learn about managing feelings. For example, children take pictures of their faces to make a feelings booklet and create props they have made to represent emotions.

The childminder has a passion for outdoor learning, reflected in forest school training. Children experience the awe and wonder of the world in which they live. For example, they collect, compare and cook chicken, geese and duck eggs and investigate snails and slugs. They also carry out enthralling experiments, such as replicating weather in a jar.

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

- The childminder captures children's limitless experiences in photograph booklets. Children delight in recalling picking fruit, making a pie and painting with the blackberry juice. The childminder uses online videos, on-screen presentations, books and play packs that help to reinforce children's learning.
- The childminder's planning is informed by first-class observations and assessments. Children with developmental delays catch up quickly because of excellent early interventions.
- Children learn to be good citizens. They feed chickens and harvest vegetables in the community allotment. Children engage in charity events and community lunches. They collect litter and recycle rubbish, for example making mats from crisp packets.
- Children have excellent opportunities to learn about healthy living. For example, they make their own bread and vegetable soup. Children explore real vegetables in the home corner play area and test the freshness of eggs by putting them in water to see if they sink or float.
- Toddlers confidently practise new physical skills, such as using the slide. Older

children engage in innovative activities that support small-muscle control in readiness for future writing. For example, they hammer golf tees into a pumpkin and stretch elastic bands over these. Children delight in making wet hand prints on the wall and patterns using the water spray.

- The childminder builds on children's learning and early communication. She uses skilful questions while children curiously investigate the intriguing texture of the dough made from cornflour and conditioner. The childminder introduces complex words, such as evaporation, when explaining why the wet marks on the wall have disappeared.
- The childminder supports children's early mathematical skills very effectively. She counts vegetables and compares different sizes. The childminder encourages children to observe the pattern inside a parsnip with a magnifying glass. Children count their tower of paper cups and the cotton wool balls they have posted through the mouth of a snowman made from a plastic bottle.
- Partnerships with parents are exceptional. Parents attend progress meetings, play days, celebrations and events throughout the year. The childminder provides home learning resources and books to reinforce children's literacy skills, school readiness and a love of reading. Parents provide termly updates and 'wow' moments from home. This helps inform the childminder's assessments and planning.
- Children confidently carry out daily routines, such as self-registration, washing hands, tidying up and getting ready to play outside. They are developing essential early social skills through the childminder's outstanding role modelling.
- Children learn about their own and others' uniqueness. For example, they celebrate important personal events, such as a wedding or Diwali. Children take part in Jamaican cookery classes and visit different places of worship.
- The childminder carefully reflects on and improves practice. She distributes questionnaires to help gather the views of parents. Her qualifications and extensive further training have an excellent impact on the quality of care and education she provides to children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives high priority to children's safety and welfare. She has comprehensive safeguarding policies and procedures that underpin her first-rate practice. The childminder has an excellent knowledge of indicators of abuse and how to safeguard children should she have concerns of this nature. She keeps herself updated with changes. For example, she utilises many sources of information and refreshes child protection training. The childminder undertakes meticulous risk assessments to keep children safe inside and outside the home. Parents are given suggestions to help their children stay safe, such as placing sparklers in the end of carrots on Bonfire Night.

Setting details

Unique reference number	EY369378
Local authority	Bradford
Inspection number	10117439
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 December 2015

Information about this early years setting

The childminder registered in 2008 and lives in the Thackley area of Bradford. She operates Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds both play work and early years qualifications at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Ayo

Inspection activities

- The inspector observed areas used for childcare purposes, activities indoors and outdoors and the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The childminder and the inspector held a number of discussions at convenient times during the inspection. The inspector sampled relevant documents, viewed children's records of learning and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The childminder shared the views of parents with the inspector, in the form of questionnaires and pre-inspection correspondence.

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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