

Childminder report

Inspection date: 2 August 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children enjoy exploring the well-planned learning environment and display high levels of interest and curiosity. They are extremely well supported by the childminder and make rapid progress from their starting points on entry to the setting. The childminder has an in-depth understanding of where all children are at in their learning and development. She makes sure that the curriculum remains challenging for all children and helps them to progress across each of the areas of learning.

Children are very independent and eager to try and do things for themselves, displaying good attitudes to learning. Children learn about positive behaviours and the childminder is skilled in giving young children gentle reminders to share and take turns. She supports children to learn how to resolve issues themselves and to discuss what they could do to make it fair for everyone involved.

The childminder actively supports children to foster a love of reading and enjoy a wide range of books. Children choose books to look at alone and with their friends. They show excellent recall as they talk about events in their favourite stories and during their play. Children also enjoy a range of activities that widen their experiences away from the setting. The childminder takes children on trips to the seaside to explore Scarborough beach. They go on nature walks to collect conkers and learn more about the environment and the natural world around them.

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

- Children immerse themselves in the rich and welcoming learning environment that reflects their interests, and they concentrate well on tasks for long periods of time.
- The childminder extends children's vocabulary, introducing them to new words, such as 'pomegranate' as children recall that the seeds are 'crunchy'. They talk to the inspector about their experiences of planting sunflower seeds and describe this, in detail, from what they did first to last. They can recognise letters in their names and are beginning to sound out some three-letter words.
- Children learn about number and value during everyday routines, number rhymes and games. From an early age, children learn to add and take away and can be heard referring to this in their play. For example, 'I give you two, and one more makes three'. Together, the children count to check how many they have altogether and decide how many more they need to complete their task. They count the number of objects as they pack their bags and pretend to go to the seaside. They enjoy hiding number logs in the sand for one another to find and identify the number.
- Children are very imaginative in their play. For example, they have the idea to

go on a camping trip, based on a child's recent experience of a family trip. Children recreate this by arranging small logs to represent a fire. They carefully push corks onto sticks as they pretend to toast marshmallows. They talk about fire safety and how important it is to hold the sticks away from you, because it gets 'very hot at the end'.

- Children move their bodies skilfully in a range of ways. They show excellent balance, coordination and control during a yoga session where they pretend to pack to go to the seaside. They confidently balance on one leg and stretch up tall, opening their arms out wide to steady themselves, showing excellent concentration. They show the inspector skills they have been practising, including their forward rolls. They develop strength in their hands using tools for different purposes to chop, roll, thread and peel. These skills all help children with their early writing skills.
- Children learn about the importance of healthy eating. They grow their own vegetables and understand that plants need sun and water to grow. The childminder helps them to understand the importance of good oral hygiene through various activities. She works with professionals who come in to talk to the children and families as part of a preventative approach to maintaining good oral health in the early years.
- Parents report how very pleased they are with the progress their children are making and of the quality of information they receive to reflect this. They praise the childminder for how well she prepares the children for school and the excellent transition arrangements. As part of the transition process, teachers visit the childminding setting and observe the children in this environment. The childminder then accompanies children on their initial visits to schools to help with the settling process.
- The childminder, her co-childminder and assistant work exceptionally well together. The childminder places great emphasis and value on continuous professional development. Peer observations also help them to continually reflect on their own and one another's practice. This proactive approach to improvement, allows them to continuously build on the existing high standards they provide for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, and those she works with, deploy themselves well to keep children safe. They each understand their role and responsibilities in relation to safeguarding children. Risk assessments are well considered and effective in minimising risks to children. The childminder ensures that everyone understands the safeguarding policy and how to recognise and report a safeguarding concern, in line with local procedures. They attend regular training to keep their knowledge current and recognise the importance of responding quickly to any concerns to protect the child, which is their first priority.

Setting details

Unique reference number	EY417468
Local authority	Bradford
Inspection number	10117499
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	0 to 7
Total number of places	12
Number of children on roll	9
Date of previous inspection	31 March 2016

Information about this early years setting

The childminder was registered in 2010 and lives in Bradford. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5. She works with a co-childminder who has a level 6 qualification and an assistant who has a level 3 qualification and is working towards her level 6.

Information about this inspection

Inspector
Annette Stanger

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 childminding provision.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable for children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the children about what they enjoy doing at the childminder's setting.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector talked to the co-childminder and assistant at appropriate times during the inspection and took account of their views.
- The inspector looked at written feedback from the parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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