

Childminder report

Inspection date	23 November 2018
Previous inspection date	3 December 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder has made significant improvements since her last inspection. She has an uncompromising drive to provide high-quality opportunities for children. The childminder meticulously evaluates the coaching she receives from the local school and scrupulously completes her own research online. She uses this to carefully analyse and implement improvement plans, which help to maintain very high standards of teaching.
- The childminder astutely recognises the progress children need to make in preparation for their eventual move to nursery and school. She works exceptionally well with the nurseries and school's children attend, in order to identify a consistent approach to developing children's early reading and writing skills. Children are rapidly acquiring the skills they need for their next stages of learning.
- The childminder systematically evaluates and monitors children's learning and development. She meticulously considers what children need to learn next and implements their individual learning targets extremely well in practice. Children are making rapid progress as gaps begin to swiftly close in their learning.
- The childminder very skilfully and expertly provides a rich learning environment and focuses highly on developing children's independence and communication skills. The childminder plans a delightful range of resources for children to explore and have their own ideas in imaginative play. Children demonstrate high levels of self-esteem and immerse themselves completely in their learning.
- Highly positive relationships are established with parents, who are very complimentary of the childminder. Parents' say the level of care their child receives is 'exceptional'.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to identify professional development opportunities and act on these to maintain the highest of standards.

Inspection activities

- The inspector had a tour of all areas of the premises children access.
- The inspector observed the quality of teaching and learning, and assessed the impact this had on children's learning.
- The inspector completed a joint observation and discussed this at an appropriate time with the childminder.
- The inspector talked to children and the childminder at convenient times during the inspection. She considered parents' views and reviewed feedback letters and emails.
- The inspector looked at relevant documentation, including policies, procedures and other records regarding health and safety. The inspector reviewed suitability checks for all adults living in the household.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has completed enhanced safeguarding training and implements highly effective policies and procedures. She is extremely vigilant to child protection issues and knows to take swift action should she have a concern about a child's welfare. The childminder targets her professional development very well. She is highly motivated and has identified a need to continue with her professional development, in order to maintain and increase the already high quality of children's learning experiences. The childminder meticulously completes research online and has extremely strong links with the local nursery and school. The childminder evaluates the quality of her setting tremendously well. She judiciously uses the feedback she receives from parents, children and other professional before implementing highly effective improvement plans, which benefit all children who attend.

Quality of teaching, learning and assessment is outstanding

Children demonstrates excellent levels of confidence and motivation as they complete tasks independently in this highly stimulating and well-resourced learning environment. For example, children immerse themselves completely into their learning as they create car tracks, tunnels and bridges using large cardboard tubes and tree trunks. Very young children independently categorise and organise different vehicles according to shape and size. They carefully investigate and compare the components of each vehicle and scrupulously work out why some move faster than others. The nurturing childminder supports children's learning superbly as they explore with curiosity and confidence. The childminder is wonderfully in tune with the needs of very young infants, who gaze intently at the childminder as she softly sings lullabies and nursery rhymes. Very young infants and older children engage well with the marvellous selection of sensory and musical resources the childminder prepares for them. This helps children develop their emerging communication and language skills exceptionally well.

Personal development, behaviour and welfare are outstanding

Children's behaviour is remarkable. They develop an exceptional understanding of the differences between themselves and others, and learn how to be sensitive and considerate towards the needs of other people and animals. The childminder tactfully talks to children about why we need to be sensitive and considerate towards others. Children are exceptionally responsive to this and develop a strong sense of themselves as they talk about feelings and emotions. Children benefit greatly from regular exercise and fresh air as they take walks around the local areas. They explore in the wonderfully planned outdoor play area the childminder lovingly developed for them. Children develop a strong understanding of how to keep themselves safe as they help to assess risks and hazards in their learning environment from a very young age.

Outcomes for children are outstanding

Children make excellent and rapid progress in their learning. They use mathematical language and confidently count throughout their play. Children demonstrate exceedingly high levels of confidence as they persevere with challenging construction tasks. Children are superbly equipped with the skills needed for their future learning.

Setting details

Unique reference number	EY425072
Local authority	Bradford
Inspection number	10069139
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	24
Date of previous inspection	3 December 2014

The childminder registered in 2011. She lives in the Baildon area of Bradford, West Yorkshire. The childminder operates all year round, from 7.30am until 6pm, Monday to Friday, except family and bank holidays. She holds an appropriate early years qualification at level 4. The childminder offers funded early education for two-, three-, and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

