

Childminder report

Inspection date:

31 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder demonstrates first-rate teaching. She provides a highly challenging and expansive curriculum. The childminder enriches children's learning with interesting homemade resources and exciting outings that help them learn about the world. Children, all aged two years, are engrossed in activities and have a real zest for learning. They make exceptional progress. Children develop a wealth of knowledge and fundamental skills for their future learning. For example, they demonstrate impressive social, physical and communication skills. Children chat away to adults and each other and excitedly engage in the daily song-bag activity. Children have immense fun practising their balance and coordination while clambering over soft blocks of different shapes and sizes. Children work collaboratively to create their own simple obstacle course.

Children independently and confidently lead their own play in the richly resourced and highly accessible environment. As part of this, children observe images of diversity, for instance through books, play figures and role-play resources such as dressing-up items and a doll with a tracheostomy tube. Children can choose to play inside or outside. This facilitates their preferences and interests superbly, especially given that they love exploring, investigating and testing out their ideas during tactile activities in the garden. Children have extremely secure attachments to the loving childminder. She is an excellent role model who creates a joyful, harmonious and nurturing environment. This helps children to flourish and feel happy, safe and secure. Children develop an excellent understanding of the expectations for their behaviour, such as sharing and taking turns.

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

- The childminder has a comprehensive knowledge of each child and meticulously plans for their interests and next stage of learning. For example, she provides extensive activities that combine children's fascinations with transporting, filling, pouring and emptying and the essential development of their small muscles.
- Children show amazing concentration and focus as they play happily and cooperatively. For example, they transfer water using different-sized metal jugs and pipettes. Children mix nature items in the bowl while making 'dinner' in the exploratory kitchen.
- The childminder expertly builds on what she wants children to learn and remember. For example, while learning about animals, children visit the farm. The childminder follows this up with stories, songs, a small-world farm activity and making her own animal matching game. She also creates displays and activity trays linked to family events, such as going on holiday, alongside an outing to the airport.
- The childminder works in excellent consultation with parents to help children

settle and make the best possible progress. For example, she works with parents to remove children's dummies at an early stage to successfully support their developing speech. The childminder shares children's progress in many ways and provides a wealth of activity ideas and initiatives that help parents prepare children for their future learning.

- The childminder displays children's 'wow' moments from home so that everyone can celebrate children's achievements together. This helps children to develop high levels of self-esteem and confidence and contributes to the childminder's assessments of children's progress. Parents express highly complimentary feedback.
- The childminder's skilful and enthusiastic interactions motivate children to the highest level. For example, as children attempt to crawl underneath a triangular-shaped soft block, the childminder suggests creating a bridge by building two towers with the square blocks to support this. This enables children to achieve what they set out to do.
- The childminder expands children's learning superbly. For example, she joins in with action songs and counts how many 'currant buns' are left. The childminder helps children to learn new skills, such as using a large plastic syringe during water play, and praises them for their 'amazing' concentration. As children use metal jugs, the childminder explains why the big jug is 'heavier'. She spontaneously sings as children find a spider.
- Children develop excellent independence during highly sociable and familiar daily routines. For example, they cut up bananas and strawberries at snack time. While making pizza for their lunch, they spread tomato puree and sprinkle cheese and ham. These routines provide further opportunities for children to practise their hand-eye coordination. Children learn to keep themselves hydrated.
- The childminder creates a language-rich environment, which accelerates children's already advanced speech. She also visits the library, displays books attractively and reads ample stories that support many other aspects of children's learning and development.
- The childminder constantly reviews and expands her knowledge and practice, such as through online network meetings, webinars and other sources of training. This has helped her to develop her curriculum and the strategies for supporting children's learning to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY462070
Local authority	Bradford
Inspection number	10351558
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	2 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 September 2018

Information about this early years setting

The childminder registered in 2013. She lives in the Eccleshill area of Bradford, West Yorkshire. During term time, the childminder operates Monday to Friday, from 7.30am to 5pm. During the school holidays, the childminder operates Monday to Thursday. The childminder does not work on bank holidays and she closes for family holidays. She provides funded early education for two-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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the suitability and safety of the childminder's premises.
- The inspector held discussions with the childminder to understand how she organises her early years provision and implements the curriculum. She observed the quality of education during indoor and outdoor activities and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection and the childminder shared written feedback from parents.
- The inspector viewed a sample of documents, including those related to children's learning and the childminder's continued professional development.

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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