

Childminder report

Inspection date: 29 June 2023

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 happy and vibrant in this setting. They develop close attachments to the childminder, and care and affection is demonstrated between the children and the childminder. Children's communication and language development is extremely well supported, with children's speech being a primary focus of the setting. This enables children to talk confidently about their feelings and what they like to do. The childminder listens to what the children tell her and responds to their requests sensitively. This supports children to feel safe and secure in the setting.

Children show eagerness and enthusiasm about their learning. The childminder motivates them, and they are very keen to participate in all activities that are available. Children thrive in this stimulating learning environment as their learning and next steps are tailored to their individual needs and capabilities. This includes individual learning targets and, as such, they acquire appropriate skills for moving on to school transition. Inclusive practice is excellent, and the provision for children with special educational needs and/or disabilities is strong.

The childminder implements a highly ambitious curriculum that incorporates the seven areas of early learning. Children are encouraged to explore different activities, including reading. Books are accessible in all areas of the setting, including the outdoor environment, and are carefully selected to support the related activity. For example, the table-top farmyard is supported with books relating to farmyard animals and their young as well as tractors. Children are read to by the childminder, who also links what is being read to previous outings and activities. This helps the children to understand and embeds their learning.

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

- The childminder knows the children incredibly well and uses the information that she gathers from her home-visit system to plan engaging activities for the children that are based on their individual interests. These experiences are coherently arranged through extremely well-planned and sequenced learning. For example, children like water play. The childminder provides pipettes to suck up and squirt out the water. This activity develops fine motor skills that are required for holding a pen or a pencil.
- The childminder supports children's next steps by embedding learning into all activities, ensuring that all children make rapid progress. For example, while the children are playing in the water, she talks to them about the pretend frogs and lily pads and encourages the children to recall and reflect on a previous activity where the children learned about frog spawn and tadpoles.
- Children engage in early literacy and mathematical activities. For example, the childminder sings the 'Five Little Ducks' nursery rhyme while removing toy ducks

from the water tray. This is done repeatedly, and the children are encouraged to sing along to the rhyme and count the remaining toy ducks. Children are then asked to find the matching flash card number and corresponding wooden log.

- Children show an extraordinary amount of independence. Older children put their shoes on by themselves in preparation for outdoor activities. Older children enjoy cutting their own fruit with authentic knives at snack time. The childminder carefully supervises while encouraging the children to proceed independently. This promotes children's confidence in their own abilities as well as independence. Children then eat their fruit, and they are encouraged to discuss the taste and texture of the fruit with each other. Children use words that begin with the same letter and describe the 'super sour strawberries'. Younger are also encouraged but are supervised more closely. All children can pour their own drinks and wash their own hands.
- The childminder encourages the children to play with each other, share the resources and take turns. This promotes children's positive behaviour. Children are kind to each other, and they show each other affection by offering hugs and kisses. They also laugh a lot together while they are playing.
- The childminder's ability to support children with special educational needs and/or disabilities is exceptional. She works very closely with parents to support children as required. She uses clear language and instructions to support children's understanding. This allows children of all abilities to progress and flourish.
- Parents speak very highly of the childminder. They commend her communication and enjoy receiving information about their children's day, which supports conversations at pick-up time. Parents are also extremely appreciative of the additional information and signposting that the childminder provides them with to support them as parents. Parents talk about the significant progress their children have made in their learning and say that their children really enjoy being cared for by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an outstanding safeguarding knowledge. She has an excellent understanding of the procedures to follow in the event of any concern about a child. She knows the importance of reporting any allegations made against herself or anyone in her household and who she needs to report these to. The childminder completes thorough safety checks daily and encourages children to assess risks during activities. This ensures that all children are kept safe and learn how to keep themselves safe when in her home. The childminder attends and completes training that helps to keep her knowledge up to date.

Setting details

Unique reference number	EY465029
Local authority	Bradford
Inspection number	10280783
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 September 2017

Information about this early years setting

The childminder registered in 2013 and lives in Bradford, West Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marie Briggs

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the childminder's learning space and her intentions for children's learning.
- Children spoke to the inspector during the inspection, and the inspector listened to their opinions.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out observations of activities completed by the childminder.
- The inspector spoke to several parents during the course of the inspection to obtain their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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