

Childminder report

Inspection date: 2 August 2022

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

The childminder provides a welcoming environment for children with a wealth of learning experiences for them to enjoy. She is extremely knowledgeable about the children's capabilities and provides challenging learning experiences for all. She is skilled at knowing when to intervene to add to the learning experience and when it is more appropriate to step back. Children display very good attitudes to learning and make rapid progress from their starting points on entry to the setting. They are naturally curious and inquisitive with increasing levels of independence.

The childminder acts as a good role model for the children and supports children's growing independence well. Children develop their confidence and social skills and learn how to manage their behaviour. They collaborate well during their play and show kindness as they help younger ones with tasks. The childminder provides excellent support for younger children as she helps them learn how to share and take turns, giving them gentle reminders. The childminder effectively promotes children's growing independence from an early age. She makes the most of daily routines as a learning opportunity. For example, she encourages young children to have a go at more difficult tasks as they learn to fasten their coats and put on their shoes. They help themselves to fruit and persevere to peel bananas. Children show a keen interest in books, and the childminder effectively encourages this, with books freely available, both indoors and outdoors. Children also benefit from trips out, including trips to the seaside, where they learn more about the natural world and their environment.

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

- Children take part in various activities that promote their physical development. They peel Brussel sprouts and use tools safely and skilfully to cut, slice and roll dough. They make 'chapatis' for tea and put them on plates, acting out a teatime narrative. During yoga sessions, they move their bodies in a range of challenging ways. They show a good awareness of space and others around them and demonstrate excellent balance, control and coordination.
- There are lots of opportunities for children to write for a variety of purposes in their play. They make lists and write their names on their pictures and creations. They use sticks to write and make marks in the sand. Older children know the sounds in their name and sound them out as they write. Some of the children are able to sound and spell out three-letter words.
- Children learn about number and value during practical activities. They group items by size into 'smaller ones' and 'bigger ones', then place them in order from biggest to smallest. At lunch, they work out how many of each item they need and how many sets of cutlery. They count the number of children, outside and inside, and add them together, remembering to add themselves, saying 'and me

makes 8'.

- Children are very imaginative in their play. When playing with shells in the sand, they decide to balance them to make homes for the little pigs. They problem solve, deciding 'I need some wet sand to build a house to help the shells stand up, so they stop falling over.' Together, they recall the 'Three Little Pigs' story, and introduce logs into the sand to make houses of different materials. They talk about which one they think will blow down first and why, and the childminder pretends to be the 'big bad wolf and blow them down'.
- 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.
- The childminder engages in ongoing dialogue with children during activities. She asks well-timed questions and allows children thinking time to process any questions unhurried. She introduces new words and concepts during activities and supports and encourages younger children to use language to explain how they are feeling.
- Parents report how very pleased they are with the progress their children are making and of the high-quality information they receive. 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-in 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 attend regular training to keep themselves fully aware of how to safeguard children in their care. The childminder is knowledgeable on the possible indicators of all types of abuse and the procedures for reporting such concerns. They understand the need to act quickly in the best interest of the child. Clear procedures are in place to follow if a safeguarding allegation is made against anyone working with children, or a member of the household. Risk assessments are well considered and effective in minimising risks to children. Deployment is effective to keep children safe and ensure they are well cared for.

Setting details

Unique reference number	EY450280
Local authority	Bradford
Inspection number	10229622
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	1 to 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Chellow-Dene, Bradford. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She works from the home of a co-childminder, who has a level 5 qualification, and with an assistant, who has a level 3 qualification and is working towards her level 6. The childminder holds a relevant early years qualification at degree level. The childminder provides funded early education for three- and four-year-old children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022