

Childminder report

Inspection date: 19 April 2023

Overall effectiveness	Outstanding
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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 make excellent progress, including children with special educational needs and/or disabilities (SEND). Children are taught to be kind and accepting of each other's differences. They celebrate their individualities, likes and dislikes. Children count fish in a sensory tube, using their fingers to count with non-verbal children. The childminder has high expectations for children's learning and development. Children develop their communication, learn new vocabulary and extend their small-muscle skills in a fun, interactive way. For example, as they read a story with the childminder, they do tongue exercises and make funny faces.

Children independently access all areas of learning. They show curiosity in their play. Children sort pom-poms and beads into groups, counting as they do so. They transport items using tweezers. Children develop their hand muscles and learn about distance. Children learn about early numbers, such as when they count the steps as they climb the stairs.

Children have opportunities for exciting physical play and to develop their large muscles. They go on trips to soft-play areas, ride bicycles and play running games. Children race in the garden. They negotiate space and obstacles. Children learn about fast, slow and risk. The childminder sequences the curriculum and provides children with clear challenge. For example, the childminder adds more obstacles to races and increases the length. Children embed their learning and develop their thinking and memory skills. Children are very happy and safe.

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

- Children pick out their favourite book to read. During storytelling sessions, the childminder uses small-world figures and props. This encourages all children to engage, particularly children with SEND. Children join in and recall parts of the story with enthusiasm and excitement. This helps them to further develop their concentration and embed their vocabularies.
- The childminder asks children's permission before she changes their nappies. She uses visual aids to communicate with non-verbal children. This gives all children choices and a voice. There is a strong ethos throughout the setting of a respectful and nurturing environment.
- Children's behaviour is excellent. They are highly motivated and eager to join in. Children excitedly and patiently wait for their turn to play on the swing. All children show high levels of self-control and an understanding of the rules.
- The childminder teaches children to become increasingly independent in managing their personal needs. Children understand and show good personal hygiene at snack time and lunchtime, washing their hands before they eat. They fasten their shoes and put their own coats on to play outside.

- The childminder promotes healthy eating. Children have fruit at snack time. The childminder talks about the differences between fruits. Children learn about shapes, colours and size and learn new words, such as 'raspberry'.
- Children independently cut up their fruit using cutlery. The childminder gives children guidance and demonstrates how to use the knife. Children develop their hand-to-eye coordination skills. The childminder provides lots of encouragement and praise to help children achieve their goal.
- The childminder has an excellent understanding of all children's needs and supports their learning well. She is extremely responsive to all children's needs. The childminder is skilled in making effective observations and interpreting children's behaviour. For example, when children with SEND struggle to manage their emotions, the childminder responds quickly. She uses visual objects with sounds to gain children's attention immediately. This provides opportunities for children to identify and understand their emotions. Children learn to manage their emotions well with support from the childminder.
- The childminder uses cards that show facial expressions and emotions. Children talk about how they feel and why, recognising facial expressions and emotions. They learn new vocabulary, such as 'sad' and 'weepy'. Children learn to recognise the feelings of others by their facial expressions.
- The childminder has an excellent understanding of children's development. She completes assessments in a timely manner to ensure the early identification of children with SEND. The childminder creates a stimulating and sensory learning environment for all children. She adapts all areas of learning in the environment to include sensory equipment.
- Children have exciting opportunities to develop an understanding of the world. They recycle household objects, such as milk cartons, and make bird feeders and insect houses. Children watch different species of birds feeding. They learn about different wildlife and how to look after them.
- Parents report that information-sharing is excellent. The childminder shares information with parents through an online messaging service and individual learning journals. She gives parents information about how they can continue their child's learning in the home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements her safeguarding policy very effectively. There are clear processes in place to keep children safe and promote their welfare. The childminder has an excellent knowledge of the signs and symptoms of abuse and neglect. She recognises safeguarding issues, such as female genital mutilation and extreme behaviours. The childminder has a very good knowledge of the referral process if there were any concerns. She works with partner agencies to implement risk assessments to keep all children safe in her care. The childminder shares information with parents on how to keep their children safe at home.

Setting details

Unique reference number	EY461076
Local authority	Bradford
Inspection number	10276519
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 July 2017

Information about this early years setting

The childminder registered in 2013 and lives in the Idle area of Bradford, West Yorkshire. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Jackie Ward

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 childminder completed a learning walk with the inspector and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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