

# Childminder report

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Inspection date:

30 November 2023

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder and her assistant create a warm and welcoming environment where children thrive. They form strong bonds with children and their families. Children feel extremely safe and secure. The childminder and her assistant are exceptional role models. Children learn to be polite and kind to each other. Children's behaviour is exemplary. The childminder and her assistant have high expectations of children's behaviour. They discuss with children the expectations of the setting. The childminder explains clearly and calmly why children cannot have a toy other children are using. Children accept this explanation and find an alternative toy. The childminder models the language needed to enable children to express themselves. Children are very considerate and respectful of their friends.

The childminder creates a stimulating and inviting environment where children flourish. She knows children extremely well. The childminder plans an ambitious curriculum to meet children's individual needs. Children are curious and deeply engaged in their learning. They sustain high levels of concentration. The childminder and her assistant encourage children to have a positive attitude to their learning. They offer praise and support. Children keep on trying, even when they face difficulties. For example, two-year-old children show great determination as they try to put their wellington boots on to go outside. The childminder offers support and explains clearly what they need to do. Children persevere and are proud when they succeed. The childminder's interactions with children are of a consistent high quality. All children make very good progress.

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

- The childminder and her assistant support children's communication and language extremely well. They skilfully ask questions to check children's understanding. The childminder identifies children's misconceptions and provides clear explanations to extend their learning. She expertly rephrases words and sentences when children mispronounce them. Children learn to be excellent communicators.
- The childminder and her assistant plan opportunities to support children's independence skills. Children learn how to cut their own fruit, serve their lunch and put their shoes on. The childminder encourages children to put away their toys. Children are eager to help to tidy up. They are extremely well prepared for their move on to school.
- The childminder ensures that books are readily available for children to access. Children choose to look at books independently. They learn to carefully turn the pages. The childminder and her assistant read and share books with children. Children talk about what they can see in the pictures. They develop a love of stories.

- The childminder embeds mathematical language throughout all activities. She expertly weaves mathematical language into children's play. Children count how many pieces of fruit they have cut and what shapes they have made. The childminder uses the language of 'how many altogether' and 'one more'. She supports children to count the number of objects in the pictures. The childminder helps children to use their fingers as they count the numbers.
- Children with special educational needs and/or disabilities (SEND) are extremely well supported. The childminder goes above and beyond to adapt the activities and the environment. She ensures that she meets the needs of all children. For example, the childminder has created a 'safe space' for children who may find some noises and activities overwhelming. She actively works with outside agencies. Children receive the support they need.
- The childminder teaches children about being healthy. When playing with play food, she models she will only have one biscuit, as she wants to look after her teeth. Children learn that fruit is healthy, and carrots 'will help you see in the dark'. They learn how to brush their teeth after their lunch. Children enjoy exercise and go on walks.
- Parents are very complimentary of the care their children receive. They comment how the childminder supports and meets their children's individual needs. Parents share their children have developed 'incredible social skills' since starting at the setting. They share she goes 'above and beyond' to support families.
- The childminder and her assistant use every opportunity to develop children's knowledge and understanding of the wider world. On finding snow and frost in the garden, they take children out to explore the area. The childminder encourages children to make marks in the snow. They listen to the 'crunch' sound their feet make as they walk in the snow.
- The childminder is highly successful at giving children a rich set of experiences that promote an understanding of people, families, and communities beyond their own. She provides resources which represent a wide range of ethnicities, cultures, appearance and disabilities. Children develop an understanding of others and that everyone is unique.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have an excellent understanding of how to keep children safe. They have a secure knowledge and understanding of safeguarding practice. The childminder regularly attends training and seeks information online to keep her knowledge up to date. The childminder and her assistant fully understand the procedures to follow should they have any concerns about a child's welfare. They teach children how to keep themselves safe. Young children learn how to safely use a knife to cut their fruit, The childminder explains they might slip on the ice so they need to be careful and not run in the garden. The childminder and her assistant are trained in safeguarding, first aid and food hygiene.

## Setting details

<b>Unique reference number</b>	EY460056
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10305064
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	9 February 2018

## Information about this early years setting

The childminder registered in 2013 and lives in the Greengates area of Bradford. She works with an assistant. The childminder holds a qualification at level 6 and her assistant hold an appropriate qualification at level 5. The childminder operates from 8am to 5pm, Monday to Friday all year round, except for family holidays and bank holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Miriam Caldecott

## 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 setting.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and the inspector carried out a joint observation during an activity.
- 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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