

Inspection of Rehman, Aalya Naureen

18 Cherry Fields, Poplars Park Road, Bradford, West Yorkshire BD2 1LB

Inspection date: 29 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder aims to provide a home-from-home environment that works for children and parents alike. She involves families at the centre of everything she does. Parents are extremely satisfied with the care and information they receive from the childminder regarding their children's development. The childminder creates a happy and energetic atmosphere where children grow in confidence and feel motivated to join in. The childminder monitors children progress as she observes them during play. She identifies any individual or group learning gaps and, in general, works swiftly to close them.

Communication skills are very well supported. The childminder and her assistants model wonderful language to children and provoke their thoughts during play. As a result, children hold detailed conversations and ask questions to further their own learning. Children enjoy investigating in the play room and in the outdoor area. They demonstrate early science skills as they watch and discuss the ice melt and mix with paint and foam.

The childminder encourages children to behave well and praises them for their achievements. They receive stickers for making marks and having a go at writing their names. Children are emotionally secure and have high levels of self-esteem. They use this to help younger children join by confidently showing them what to do. The childminder and her assistant give children clear instructions and explanations during tasks. This enables children to respond swiftly, develop a positive attitude towards learning and persevere. All children make good progress from their starting points. They are independent and show unique personalities.

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

- The childminder tailors the curriculum to suit the interests and expected stages of children. She offers them a wide range of exciting resources to spark their imagination. The childminder asks children to remember prior learning and uses their response to extend knowledge further. Children often recall tales from books and create their own stories.
- Children develop both large and fine physical skills. They climb and run in the outdoor space daily. Additionally, they use a variety of tools to manipulate dough and use tweezers to move and count small snow balls into the corresponding tubes. Children develop mathematical skills in almost all the activities they participate in. The childminder and her assistants are consistently good at counting with children and encouraging them to think about size and shape. Children make repeating patterns using wooden hoops and pebbles. The childminder adds challenge as they get the hang of it.
- The childminder works hard to maintain and improve her provision and skills.

She supports her assistants to develop their teaching knowledge in order for them to have the most impact on children. She works closely with the local school and other professionals to seek advice and broaden the opportunities she can offer. Furthermore, she values feedback from parents and uses children's requests to enhance her setting.

- Care practices are very good. As children line up to use the bathroom they explain the routine to the inspector. They say they are "going to the toilet, washing their hands and drying them before they eat their lunch". Children develop a good awareness of healthy lifestyles. They are provided with hearty home-cooked food accompanied by a variety of fruit and vegetables.
- Pre-school aged children are very well supported in their learning and are prepared for their next stages. The childminder follows their developmental needs closely and adds challenge where suitable. However, on occasions not all children are fully engaged in play, as some activities are not consistency adapted to meet their needs.
- Although children are competent at using technological devices, they do not fully understand their purpose, and potential risks. For example, children do not often use the internet. Therefore, they do not fully understand its values and limitations that help them use it appropriately in the future.
- Children learn about a wide variety of festivals and multi-cultural traditions. They spend a lot of time visiting play-groups and exploring the community. Here, they have chance to develop their social skills and understand the differences and similarities between people. The childminder allows children to dress up in a variety of clothes where they express themselves. She does not gender stereotype.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has embedded procedures for keeping children safe in her secure home. She understands her role in protecting children from harm and understands where to report any child protection concerns. The childminder has a good understanding of signs and symptoms of child abuse and other safeguarding issues. For example, grooming and extreme behaviours. She ensures her assistants maintain their secure knowledge. The childminder helps children understand risks during play. They are reminded to think about moving their toes before knocking a wooden tower down so they don't hurt themselves. The childminder and her assistants have valid first aid qualifications.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure, even after notifying Ofsted of a new person working with children, that required application forms are fully submitted.	21/02/2020
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To further improve the quality of the early years provision, the provider should:

- consistently adapt resources and activities to suit the needs of all children
- further develop children's understanding of how to use digital technology and the internet safely and with purpose.

Setting details

Unique reference number	EY548683
Local authority	Bradford
Inspection number	10143628
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	24
Number of children on roll	11
Name of registered person	Rehman, Aalya Naureen
Telephone number	07946543111
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Bradford, West Yorkshire. She works with assistants. The childminder operates all year round, except bank holidays and family holidays. Her opening times are 8am to 8pm. She holds Qualified Teacher Status.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector held a number of discussions with the childminder, her assistants, and children when convenient.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector observed the quality of education delivered during activities and assessed the impact this has on children's learning.
- The inspector and the childminder completed a 'learning walk' around all areas of the setting to understand how the early years provision and curriculum is organised.
- The inspector took account of the views of parents through written and verbal feedback provided.

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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