

Childminder report

Inspection date: 25 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 are safe and happy in this very caring provision. They are supported to help each other through modelling and interactions. For example, when young children choose a nursery rhyme, older children are encouraged to get the props to enable all children to join in.

Children enjoy exploring an environment, which supports their learning extremely well. The childminder plans activities and experiences to ensure that children access meaningful learning. Children excitedly talk about birds making a nest in the garden. The childminder extends children's learning by providing binoculars, so that children can watch the birds.

The childminder regularly takes children on trips in the local environment. Children recall these trips, talking about going to visit 'Rapunzel's tower' and going to see local exhibitions. This shows that children's learning is memorable to them. The childminder builds on these experiences by bringing activities into her provision to extend children's understanding.

The childminder encourages children to be kind to each other. She encourages 'kind hands' and children to use manners. The childminder offers opportunities for children to be responsible for small tasks. For example, children carry water bottles outside and give them out, checking the initials to make sure that everyone has their own bottles. The childminder is clear about what she wants children to learn and consistently promotes this in her provision.

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

- The provider has developed a curriculum that supports each child. She recognises children's next steps in learning and where children may need extra support. When the childminder has concerns, she is confident to have a meeting with parents at home and talk about these, together deciding on next steps.
- Parents appreciate the additional support that the childminder puts in place. This includes outside of working hours and offering further support. This has an impact not only on children in the provision, but also on parents at home.
- Children make excellent progress due to the secure and well-thought-out curriculum. This develops through interactions and activities which the childminder provides. Parents report how they had concerns about their children's limited interactions due to the COVID-19 pandemic. However, they recognise that due to the provision provided by the childminder, their children have made exceptional progress.
- Children confidently talk to others. This is supported by the childminder, who encourages interactions and asks open questions. This encourages children to

develop their thinking skills. Children of all ages display excellent speaking and listening skills. They happily talk about trips they have taken with family, for example, going to London to watch theatre shows. Younger children excitedly talk about the 'bear' from the story of 'We're Going on a Bear Hunt.'

- The childminder consistently promotes positive behaviour strategies. She has recently undertaken further training and has plans to put this in place to further benefit children. Children are confident in social situations. They are motivated to join in with all activities and experience the wonderful provision. They have positive attitudes towards their learning, happily sharing experiences and recalling events.
- The childminder carefully considers all children's learning needs. For example, when children struggle with their emotional development, the childminder attends training and recognises where in her provision she can put a 'feelings corner'. She provides props and books in this area to support children to talk about their emotions and recognise how they are feeling. As a result, children's emotional skills develop quickly.
- The childminder develops links with the local community. For example, children make cards to deliver to local older people. The value of this is recognised by the community. This supports and teaches children to help and look after each other.
- The childminder reviews her practice and provision and the progress that children make. She enthusiastically undertakes further training and modifies her practice to support children who may have gaps in their development. For example, to support with healthy eating, the childminder attended a training course. Following the training, the childminder shared information with parents, and as a result children have access to a healthier lifestyle at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently identifies the procedures that she would follow if she has concerns about the safety of a child in her care. She has knowledge of further agencies that could provide support where needed. The childminder ensures that the members of her household are suitable to be around children and is able to talk about procedures around this. She is able to talk about further safeguarding situations and has an extensive knowledge of a range of issues, such as the 'Prevent' duty and adverse childhood experiences. She regularly updates her knowledge and attends further training. The childminder's provision is safe and secure.

Setting details

Unique reference number	EY303337
Local authority	Leeds
Inspection number	10280745
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 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 2005 and lives in Guiseley in Leeds. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Emma Murphy-Keen

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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to 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.
- Parents shared their views of the setting with the inspector.
- 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.

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