

Childminder report

Inspection date: 2 August 2023

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder places children at the heart of everything she does. She creates a warm and welcoming environment for children. Children develop strong bonds with the childminder, who knows them exceptionally well. Children are impressively confident and self-assured. For example, they enthusiastically invite visitors into their play, openly sharing their experiences with them.

The childminder has high expectations for children and they make impressive progress in their learning. Children access a variety of exciting and inspiring activities that build on what they already know and can do. The childminder provides children with consistent high-quality interactions which supports them to achieve the best that they can. For example, children enthusiastically use tweezers to pick up and match coloured bears to the number of dots on the dice. The childminder skilfully models, extends and builds on children's learning through conversations and interactions.

Children are incredibly kind hearted, polite and behave exceptionally well. The childminder is a very positive role model. Children receive clear and consistent messages about what is expected of them. The childminder places a huge emphasis on how to treat others. For example, children display impeccable manners, saying 'please' and 'thank you' to one another while sharing the toys. This means that children understand the expectations well.

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

- The childminder has created an ambitious curriculum that is embedded securely and consistently. She is skilled at assessing children's development and engaging them in activities that build on their interests. The child-focused environment offers challenge and supports children in making independent choices. The childminder continuously adapts the environment to meet the needs of the children. Children display high levels of motivation and enthusiasm.
- The childminder prioritises children's speech and language development. Children enjoy a language-rich environment and have extremely effective interactions with the childminder. The childminder speaks clearly and introduces children to new words, ensuring that they understand the meaning. The childminder is skilful at building silence into her own communication, giving children the time they need to respond.
- Children show incredibly high levels of independence. For example, they help to set the table at snack time, chop their own fruit and independently access their chosen toys and resources throughout the day. The childminder has implemented a low-level handwash station, allowing children to attend to their own self-care needs. As a result, children complete routines, such as

handwashing, with ease and require little support from the childminder.

- The childminder establishes excellent partnerships with parents. She keeps them extremely involved and informed about their children's learning and achievements. Parents receive regular guidance on what children are interested in and how they can extend their learning at home. Feedback from parents is overwhelmingly positive. They say that the childminder 'celebrates their children and empowers their development'.
- The childminder and her assistant, who occasionally works with her, attend a variety of professional development courses. For example, they have recently completed training to support children when they move to school. The childminder consistently reflects on her practice and the impact of her professional development. This ensures that she is providing an excellent quality of education for children.
- The childminder provides children with an abundance of opportunities to socialise and explore their community. They regularly meet up with other children and childminders at playgroups. Children enjoy woodland walks, visits to the farm and bus trips to the local town for cupcakes. They learn to value and respect others during visits to the community café to speak with the elderly.
- Children make excellent progress in their mathematical development from a young age. The childminder skilfully teaches language of mathematics through daily routines and play. For example, children count to 20 as they wash their hands, and count the number of steps as they walk down the stairs. These opportunities support children's early mathematical understanding well.
- The childminder develops children's understanding of what it means to live a healthy lifestyle. Children enjoy healthy home-cooked and nutritional meals. They have daily access to fresh air and enjoy being physically active each day. Children know how fruit and vegetables are good for their bodies and the need to brush their teeth to remove germs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding matters. She attends training courses to update her knowledge of safeguarding. The childminder follows clear policies and procedures to take the appropriate action if she has concerns about a child's safety. She ensures that her assistant knows the procedures to follow in reporting any concerns. The childminder is aware of whistle-blowing procedures. She understands safeguarding issues, such as female genital mutilation and the 'Prevent' duty. The childminder follows suitability procedures when recruiting assistants to work with her. This is a safe environment for children.

Setting details

Unique reference number	319958
Local authority	Leeds
Inspection number	10279960
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 11
Total number of places	6
Number of children on roll	23
Date of previous inspection	29 September 2017

Information about this early years setting

The childminder registered in 1995 and lives in the Wigton Moor area of Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

Information about this inspection

Inspector
Jennifer Cowton

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 her setting.
- The childminder showed the inspector around areas of her setting used by children and explained how she supports children's learning and development.
- A joint observation was completed by the childminder and inspector.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder's 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.

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 2023