

Childminder report

Inspection date:

14 November 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

Children develop a love of learning in this safe and stimulating setting. This is because the passionate and highly-skilled childminder responds quickly to children's emerging interests. For example, she sets up a bird feeder with children to feed the squirrels and birds who visit her garden. Children thoroughly enjoy watching the animals and spontaneously fetch binoculars and pretend to use telescopes to look at them. The childminder and her assistants talk enthusiastically to children about what they can see. This supports children to be curious and find out more about the world around them.

Children thrive and feel emotionally secure in the care of the childminder and her assistants. They get to know children extremely well and find out about children's likes, routines and interests. As a result, children build strong bonds with the childminder and her assistants. For example, children readily give the childminder's assistants hugs when it is time to say goodbye.

Children are highly focused on their learning. The childminder provides resources and learning experiences that promote children's concentration skills. For example, children become deeply engaged for long periods of time as they scoop conkers to fill containers and roll them down ramps. The childminder shows children how to use tools to pick up the conkers. This supports them to build their small-muscle skills. Children keep on trying as they try to problem solve to make their own ramps. These experiences promote children's critical thinking skills and ability to persevere.

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

- The childminder accurately monitors children's development. This helps her to quickly identify areas where they need further support. She adapts her curriculum to meet the learning needs of children. For example, she recognises that some children need further help to understand and manage their feelings. She works in partnership with other settings that are attended by children. This ensures a consistent approach in supporting children to meet their development goals.
- The childminder and her assistants provide children with a language-rich environment. Children choose their favourite rhyming books to share with adults in the setting. The childminder and her assistants talk to children as they play. They ask questions and give children time to think and speak. The childminder introduces new words to children. This further supports them to grow their vocabulary and make excellent progress with their speaking and listening skills.
- Children behave exceptionally well. On the rare occasions when children need help to solve minor conflicts, the childminder and her assistants support them in

a sensitive way. As a result, children build relationships with others and make friends. The childminder researches and learns about children's behaviour and brain development. This helps her to develop appropriate strategies to support children's behaviour and promotes high levels of emotional well-being.

- The childminder promotes daily routines that support children's personal development skills. For example, children happily wash their hands before they eat lunch. The childminder sets children small challenges to encourage them to try to do things for themselves. For example, children learn to peel their own fruit at lunchtime. They feed themselves and drink from open-top cups. This supports children to grow their independence skills.
- The childminder provides children with exciting opportunities to be active. For example, she takes children on a 'bear hunt' to learn about positional language. The childminder provides a range of wheeled toys and climbing equipment. This helps children to develop their coordination and large muscle skills and become confident in their physical abilities.
- Parents and carers praise the childminder's commitment to supporting children's learning. They say that they appreciate the broad and interesting range of experiences that she provides for their children. The childminder uses an online messaging system and app to communicate with parents. This ensures a two-way flow of information about children's routines and learning. She provides parents with easy and simple activities that they can do with children at home. This helps parents to continue their children's learning at home.
- The childminder is dedicated to continually improving her practice. She seeks regular and meaningful training opportunities for herself and her assistants. The childminder links development targets for her assistants to next steps for children. This ensures that ongoing professional development for assistants has a positive impact on supporting children's learning.
- The childminder shares her time and expertise to support other childcare professionals in her local area. For example, she gives presentations about good practice and provides mentoring support for other childminders. This helps to enhance the skills and knowledge of other practitioners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants attend regular safeguarding training. The childminder regularly checks the safeguarding knowledge of her assistants. Consequently, they show high levels of understanding of the signs and symptoms of abuse and neglect. The childminder communicates well with other settings and agencies. This ensures that the correct action is taken if there are safeguarding concerns about a child. She responds quickly and thoughtfully to local safeguarding issues, prioritising children's well-being. The childminder frequently reviews her own practice to safeguard children. She makes sure that the premises are safe and secure and free of any hazards. This maintains children's safety in the childminder's home.

Setting details

Unique reference number	EY464421
Local authority	Leeds
Inspection number	10305475
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 11
Total number of places	12
Number of children on roll	11
Date of previous inspection	22 February 2018

Information about this early years setting

The childminder registered in 2013 and lives in Leeds, West Yorkshire. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She holds qualified teacher status and works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Samantha Lambert

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 and the inspector discussed how the childminder organises her early years setting, including aims and rationale for the curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to the childminder's assistants 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 assistants and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents and carers shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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