

Childminder report

Inspection date:

13 December 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and become highly confident learners under the care of the dedicated and kind childminder. They happily greet visitors and are keen to share their learning with them. The childminder is an excellent role model for children. She speaks clearly to children and promotes high-quality interactions and conversations. As a result, children quickly make outstanding progress with their speaking and listening skills.

Children take part in exceptionally well-planned activities and experiences. The childminder sparks children's curiosity by talking about a card that she has received. She leaves a card for children to discover at the letterbox. Children talk about who delivered the post and are excited to make their own Christmas cards for posting. The childminder expands on children's learning by teaching them words, such as 'envelope' and 'stamp'. She explains to children how they will post the cards to their families at the post box. These meaningful experiences help to support children's deeper understanding of new ideas and concepts.

Children are determined to do things for themselves. They say, 'I can do it by myself', as they concentrate on sticking small sequins onto card. Children are proud as they take off their own jumper without any help. The childminder gives children time to explore and have a go at new experiences. Consequently, children become very confident in their own abilities.

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

- The childminder knows children and their interests extremely well. This helps her to plan appropriate activities that will engage children in their play. The childminder finds out what children already know and can do. She observes their play and learning to monitor their progress. This helps the childminder to accurately plan for children's next steps in learning. The childminder adapts or extends activities so that they meet children's individual needs and stages of development. This ensures that the childminder's curriculum continues to be ambitious for all children.
- The childminder nurtures children's love of stories. Children regularly take books to the childminder for her to read to them as they snuggle together under blankets. The childminder invites children to take books to share at home. Children can record how many books they have borrowed by placing a sticker on a special bookmark. This encourages children to develop a love of reading and books.
- The childminder sensitively helps children to explain how they are feeling to each other. She gently guides children to make the right choices about their behaviour. The childminder provides targeted opportunities for children to

practise sharing and turn taking. This supports children to learn how to respect others and helps to build their social skills from an early age.

- The childminder ensures that children take part in a varied range of diverse and interesting opportunities to learn. For example, she takes children to visit local places of interest, such as the fire station or the airport. The childminder takes children to visit a primary school in the city, where they meet and find out about people and families who may be different to their own. These experiences support children's understanding of their community, as well as the wider world.
- The childminder talks to children about the food that they are eating and if it is healthy or unhealthy. She grows fruit and vegetables in her garden. Children enjoy helping to look after these plants. This helps children to understand where food comes from. Children enjoy helping to prepare their own snack, for example, they scoop and spread their own jam onto a crumpet. This supports children to grow their independence skills.
- Parents and carers commend the childminder for the way in which she supports children to be themselves, and how she helps them to feel safe and secure in her care. The childminder uses an app to update parents about their children's development. Parents can add their own comments about what children have been learning at home. This promotes a two-way flow of information about children's progress and builds strong parent partnerships.
- The childminder is committed to continually extending her skills. She frequently takes part in online training courses as part of her membership with a professional childcare association. The childminder regularly reviews her own practice based on children's progress and feedback from parents. This ensures that children consistently receive high-quality care and learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her safeguarding duties very seriously. She makes sure that the setting is safe and secure. The childminder carries out daily risk assessments of the resources and learning environment. She uses safety gates to make sure that children do not access rooms unsupervised. This keeps children safe in her care. The childminder reads safeguarding updates from the local authority and child protection agencies. This makes sure that she has a knowledge of the areas of abuse and neglect that she needs to be aware of. The childminder understands her responsibilities should she have a concern about a child, or in the event of an allegation being made.

Setting details

Unique reference number	EY466954
Local authority	Leeds
Inspection number	10304824
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 2013 and lives in Bramhope, Leeds. She operates during term time, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. 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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including aims and rationale for the curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents 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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