

Childminder report

Inspection date: 11 January 2024

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 thrive in this inspirational setting created by this experienced childminder. She provides an extremely wide range of child-led learning opportunities through an ambitious curriculum. This includes many exciting experiences based in the local community and around the family farm. Children delight in learning to care for living things. For example, they feed and play with 'Turbo' the guinea pig every day. Children recall with pride how they help care for baby lambs that come to the house to be bottle fed.

The childminder has high expectations for children's behaviour. She gently and persistently helps each child to learn to respect other's differences and understand how their choice of behaviour can make others sad or happy. She constantly models kindness, caring and equality, and children respond exceptionally well, demonstrating exemplary behaviour and good manners.

For this childminder, taking children's learning into the local community and outdoors into the natural world helps children to become healthy, confident, active learners. Together with her assistant, they jointly observe the children and focus their planning superbly on each child's interests and how they learn as individuals. They ensure every child is suitably challenged by, and enjoys, the learning experiences provided and that no aspect of their learning and development is neglected. All children, including those with any identified gaps, make fantastic progress towards their learning goals and are very well prepared for their move to nursery or school.

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

- The childminder's teaching is outstanding. She swiftly adapts her interactions, vocabulary and challenging questions during children's play to extend their learning. This positively encourages their curiosity, imaginations and thinking skills. For example, children ask lots of questions about wild animals, engage in role play and take on roles as vets and farmers. The childminder extends their interest by challenging them to create three different habitats where the animals might live from various resources around the playroom. Children are thrilled to accept the challenge. They find different materials and work together cooperatively to decide which animals live in a field, ocean or cold climate. They are all totally engaged for long periods of time, listening to each other's thoughts and using the new words they hear from the childminder's fun and inspiring conversations.
- Children's welfare and happiness is at the heart of everything the childminder does. Children of all ages develop close friendships and are particularly caring towards each other. They are especially kind and considerate to babies. For

instance, older children drawing together on a table notice a baby is not included. The childminder quickly arranges a water drawing mat on the floor. The pair immediately join the baby with lots of smiles. Together they demonstrate and encourage the baby to make marks and express their creativity, praising their every effort.

- The childminder ensures children learn excellent hygiene routines to help maintain their good health and understand the benefits of a healthy lifestyle. Children talk about a 'rainbow of fruit being good for you'. They know without prompting, they must wash their hands properly after touching the pet guinea pig so there are 'no germs in our tummy's'. Even very young children unfailingly roll up their sleeves, wash their hands scrupulously, use their personal towel and put it in the used bin. Children quickly learn to take responsibility for their belongings. For example, when they arrive, they instantly choose a coloured basket to put away their coats, shoes, boots and toys.
- The childminder places a sharp focus on promoting all children's communication. For instance, she uses a skilful commentary to each child as they play. Her excellent focus on their developing language contributes to children's remarkable communication skills. For example, babies use a range of signs and gestures to successfully communicate their needs and preferences. They squeal with delight during songs with puppets. Older children have time to think and follow their own ideas. Children learn many new words because of their rich experiences, such as 'Arctic', 'tentacles' and 'continent'. Children make exceptionally good progress in their interactions with others.
- Partnerships with parents and other professionals are well established and highly effective. For instance, the childminder consistently highlights children's next steps to encourage parents to continue learning at home. She gives clear instructions and explanations to how this will impact children's progress to learn a new skill. Parents say she 'constantly nurtures young minds'. They describe her as, 'incredibly dedicated, loving and empathetic'.
- The childminder's realistic evaluation systems and highly effective monitoring ensure targets for her and her assistant's future development are identified, and continuous improvements are made. This ensures the setting continues to provide superb quality care for all children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY466243
Local authority	Leeds
Inspection number	10304823
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	22
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 Monday, Tuesday and Thursday, from 7.30am to 5.30pm, and Wednesdays from 7.30am to 9am and 3pm to 5.30pm. The childminder operates all year round, except for bank holidays and family holidays. She regularly works with an assistant. The childminder and assistant hold a level 3 childcare qualification. The childminder provides funded early education for three-year old children.

Information about this inspection

Inspector
Jan Harvey

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector talked to children at appropriate times during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed written feedback from several parents and took account of their views.
- The inspector carried out a telephone call with the childminder's assistant and discussed how the childminder manages her supervision and well-being.

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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