

Childminder report

Inspection date:

19 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this highly stimulating setting. They have access to extensive resources and benefit from an ambitious curriculum that helps them to excel in all areas of their learning. Children are inquisitive and show fascination and wonder as they make discoveries in their play. The childminder skilfully reshapes, builds and extends children's knowledge and understanding through questions and opportunities to recall learning. Children are exposed to a wide range of rich vocabulary, including in other languages such as French and Spanish. The childminder uses signs during song time and encourages children to join in using a wealth of props and resources. This helps children to develop excellent communication and language skills.

Children behave very well and show that they have built strong relationships with the childminder. She is nurturing and offers high levels of praise and encouragement as children play. This helps to develop children's confidence and self-belief. Children are deeply engaged and highly creative in their play. The childminder helps to embed and extend children's love of familiar stories. For instance, she helps children to create their own houses using real materials such as sticks, straw and bricks. Children spend long periods adding and combining cornflour, water and foam to their materials to help them stick together.

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

- The childminder is passionate about her role and is an excellent role model. She reinforces excellent manners and encourages children to develop high levels of respect for others. Children learn about similarities and differences between themselves and others. They show that they have a strong sense of self-belief and are highly independent in their play.
- Children learn about recycling and reusing materials, such as boxes, tubes, tubs and shells, to create different models. When some children did not attend due to the COVID-19 pandemic, the childminder kept in very regular contact with families. She provided an extensive range of activities and resources to help families continue their children's learning at home. For instance, she provided dough scented with herbs and used glass jars to create eco plants.
- Children learn about the importance of leading a healthy lifestyle. They have superb opportunities to learn about why fruit and vegetables are good for us. Children participate in planting and growing activities, such as growing mangetout. They explore an extensive range of vegetables using their senses. Children talk about the size and explore the texture of vegetables, including aubergines.
- The childminder continually evaluates her practice. She completes regular training and research to help keep her excellent knowledge up to date. For

instance, she understands the importance of providing extra support to help children develop their communication and language skills through the use of non-verbal cues. The childminder works closely with other childminders in the area and gathers very regular information from parents. She completes observations and listens to children's views to help shape her practice.

- Parents provide glowing praise for the childminder. They comment that their children have made significant progress since starting at the setting. This includes in their speech and language as well as imagination and creative thinking. The childminder provides regular newsletters and updates for parents. This helps to continue children's learning.
- Children develop excellent physical skills. The childminder takes children on regular outings to explore their local community. For instance, they go on trips to a nearby canal to look for wildlife. In addition, the childminder takes children to a nearby café and they experience being in a restaurant.
- Children's creativity and imagination are fully embedded in all areas of learning. Children use real kitchen equipment such as scales, pots, pans and utensils. They add mud, water and other ingredients together to create potions and mixtures. Older children immerse themselves in role play games. They pretend to serve others at their make-believe shop. They write down the prices of food and learn to count and recognise numbers. This helps to promote children's mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of safeguarding issues. She ensures that children's safety and well-being are pivotal to her practice. The childminder has detailed policies and procedures in place. She completes extensive research and training to keep her knowledge up to date. The childminder has a detailed understanding of the possible indicators of abuse and how to swiftly report any concerns about children's welfare. She demonstrates an excellent understanding of the impact of domestic violence on children and paternal mental health. She is also aware of signs that families and children could be at risk of being exposed to extreme views or behaviours.

Setting details

Unique reference number	2503922
Local authority	Leeds
Inspection number	10206536
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Farsley area of Leeds, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out an evaluation of a communication and language activity with the childminder.
- Parents shared their views on the setting with the inspector.

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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