

Childminder report

Inspection date: 29 June 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 are happy, and thrive in this friendly and nurturing environment. The well-qualified childminder forms wonderful bonds with children, who feel safe and settled. Parents and carers value the 'love and encouragement' which their children receive. The childminder knows children incredibly well, and plans a challenging and ambitious curriculum. Children immerse themselves in the extensive resources and activities that are carefully planned to meet their needs. This helps them to make excellent progress from their starting points in learning and be well prepared for the next stage of education.

Children are exceptionally well behaved and respectful. They are taught the language of feelings and are incredibly emotionally aware. Children reflect on how their behaviour makes others feel and discuss feelings, such as jealousy and confusion. The childminder teaches children how to be a 'good friend'. This helps children to play harmoniously, share and take turns. The childminder sensitively encourages quieter children to develop confidence in group play. Children know the importance of good listening and valuing everyone's contributions.

The childminder goes above and beyond in the experiences that she provides. Children meet a wide range of people through trips to parks, nature areas, libraries, and visits to wider areas with a more-diverse population than their own. They deliver home-baked cakes to older local residents and visit the Chinese supermarket to buy food during Chinese New Year celebrations. This helps children to develop an understanding and respect for people and communities beyond their own.

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

- The childminder has an exceptional knowledge of how children learn. She uses detailed assessments to find out what children know and need to learn next. The childminder encourages children to keep on trying when they encounter difficulties, and use problem-solving skills. Children have a thirst for learning and are proud of their achievements. For example, they teach each other about shapes and find ways to solve problems as they make scarecrows for the village festival.
- Children check the weather forecast and consider what they need to play outdoors, such as sun hats or warm coats. They wash their hands, tidy resources away and independently prepare sandwiches and fruits. This helps children to develop their self-care skills and independence.
- Children learn how to keep themselves safe and healthy. An abundance of fruit is delivered from the greengrocer, and children try new tastes and textures, and learn about the importance of healthy eating. Children have a superb knowledge

of the world around them. They grow vegetables in the allotment and use these for cooking. The childminder involves parents in promoting children's good oral health. Children learn about staying safe online, stranger danger and healthy relationships.

- The environment is rich with opportunities for children to develop their language skills well. The hum of quality conversation resounds through the setting. Children are eager to ask questions. The childminder expertly answers children and extends their vocabulary. Children learn new words, such as 'variety' and 'dimension', during their play. Where there are concerns about children's speech development, the childminder takes swift action and accesses external support. This helps children make rapid progress with their communication and language skills.
- Children are mesmerised as the childminder animatedly reads stories which cleverly link with the planned learning. The childminder carefully selects books to expose children to a broad array of stories that they would not typically hear. This helps children to develop a love of reading. They delight as they make up songs and sing as they play. Children sound out the letters in simple words as part of the early reading skills that the childminder teaches them. This helps children to be ready for their transition to school.
- Partnerships with parents are exceptional. They appreciate how they are kept fully informed about their children's learning, and value the suggestions on how they can support children's development at home.
- The childminder's commitment and passion are admirable. She undertakes extensive training, which is shared with her assistant and parents. She completes training on improving early mathematics to ensure that she is highly skilled in supporting children's learning. The childminder skilfully incorporates numbers into conversations and play. For example, children count how many children are present and recognise numbers on doors while walking in the local area.
- The childminder has established first-rate links with other childminders and schools in the area. She attends regular networking meetings to stay up to date with information. The childminder uses her wealth of experience to share high-quality practice on teaching early literacy with other childminders, to help raise standards for more children.
- The childminder is highly reflective about the quality of her setting. She consistently evaluates her work to drive improvements. Parents are asked for feedback through questionnaires. Where improvements are identified, the childminder takes swift action. This means that she maintains the highest possible standards for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are paramount. The childminder has an in-depth knowledge of the signs and symptoms of abuse and indicators that a child may be at risk of harm. This includes a strong awareness of issues, such as grooming and

extremism. The childminder understands the action to take should she be concerned about a child's welfare. She knows the processes to follow should there be an allegation made against her. The childminder carries out comprehensive risk assessments in the premises. She ensures that resources are clean, safe and appropriate for the age of the children in her care.

Setting details

Unique reference number	2515516
Local authority	Leeds
Inspection number	10206553
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	0 to 9
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Methley area of Leeds, West Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs a part-time assistant. Both hold qualified teacher status qualifications. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jessica Copland

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.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- 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.

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