

Childminder report

Inspection date:

10 February 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

The childminder's home is an oasis of fun, adventure and excitement. Children are deeply immersed in play and their laughter fills the air. Children make exceptional progress in this setting and thrive in the care of the dedicated childminder. They eagerly gather around her, confident in the knowledge that there will be something exciting or interesting for them to do. Children concentrate exceptionally well, becoming fully engrossed. They gain a wealth of skills and knowledge. For example, children cannot contain their excitement to explore toy diggers in the pretend snow. They use their excellent knowledge of letter sounds to sound out words they have found in the snow. The childminder and children giggle with delight as the snow lands on their noses after clapping their hands to celebrate their success.

Children benefit significantly from the childminder's extremely sensitive and engaging manner. She is highly successful in her teaching as she talks to children about what they are doing and extends their vocabulary by using new words during their play. Children are highly skilled and confident communicators. They enjoy taking on new challenges and are talented mathematicians. Children tell the childminder about the different sizes and shapes they have and test their prediction skills by trying different-sized balls down different-sized tubes. Children show exemplary behaviour and outstanding attitudes towards their learning. They display high levels of self-esteem and show that they feel safe by providing hugs and cuddles to the childminder and their friends. The childminder is an excellent role model who has high expectations of all children in her care. Children are extremely well rounded, resilient and capable individuals.

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

- The childminder plans an exceptionally rich curriculum. She provides a stimulating learning environment with lots of interesting curiosities for children to explore and investigate. For example, resources, including feathers, help children to relax when they have 'massage time'. Children are inquisitive learners. They embark upon experiences with enthusiasm and confidence. For instance, they pick up the wooden rollers and roll them up and down their backs. They listen intently to what the childminder is saying and are given time to become highly focused and absorbed, as music plays quietly in the background.
- Since registration, the childminder has regularly used training and development opportunities to support her first-class practice. For example, recent training on being naturally creative, the healing power of storytelling and children's mental health and well-being helps her to extend children's learning superbly. The childminder methodically reviews her provision to improve the care provided.

- Children develop a strong interest in mathematics from an early age. The childminder seamlessly includes numbers in everyday conversations and play. For instance, children confidently copy her as she counts. They show interest in the resources that she makes as well as numerals around the setting. Children recognise numbers when singing rhymes, including 'Five speckled frogs'. They eagerly count with the childminder and love to wear the frog mask she made.
- Partnerships with parents are exceptional. The childminder shares information with parents about how they can support their children's learning at home. She supports parents to help with any issues that may affect children's development and well-being. The childminder develops strong links with other settings that the children attend to ensure they are all working together and to support parents with their children's development. She ensures that children have the best possible opportunities to thrive. Parents express extremely high levels of praise for the childminder and they recognise how children are encouraged to learn and master new skills.
- The childminder provides a language-rich environment, with first-class opportunities for children to build on their wide vocabulary. She uses strategies such as signing and introduces children to other languages from around the world to enhance their communication and language. Children happily choose their favourite books to look at. They sit comfortably with the childminder while listening to the story and look at the pictures. The childminder uses props, such as puppets, to support their understanding of the story. Further resources, including song cards, are used to help children choose what rhymes they want to sing. The childminder strongly believes that books and rhymes help children to develop an excellent knowledge and interest in literacy.
- The childminder inspires children to extend the range of foods they enjoy as part of a healthy and nutritious diet. For example, during snack time, children are encouraged to prepare and try both fresh and ready-prepared pomegranate seeds. They smell and taste them, then inform the childminder of their choice. They are keen to tell her that they all like the ready-prepared fruit and ask for more. This helps to encourage children, including those who are at first reluctant, to develop a highly positive approach to eating well and joining in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding matters. She is aware of the signs that may indicate that a child is at risk, including those associated with being exposed to extreme views. The childminder knows how to refer concerns about children's welfare. She knows the procedure to follow in the event of an allegation being made about any adult living or working in her household. The childminder supervises children well when they are mastering new tasks and helps them to develop skills to manage risks independently. Effective risk assessments for all areas of her home and for outings ensure children's safety.

Setting details

Unique reference number	2520258
Local authority	Leeds
Inspection number	10208028
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Rawdon area of Leeds, West Yorkshire. She operates on Tuesday and Thursday, from 7.45am until 5.30pm, except for bank holidays and family holidays. The childminder holds a BA Honours in Childhood Studies.

Information about this inspection

Inspector

Jane O'Callaghan

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 inspector carried out a joint observation with the childminder to assess the quality of education.
- The childminder completed a learning walk of the areas of the home used for childminding with the inspector.
- The inspector tracked children's progress and sampled their learning and development records.
- Suitability documentation for both the childminder and household members was checked, along with the first-aid certificates.
- The inspector took account of the views of parents and carers through written testimonials.

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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