

Childminder report

Inspection date: 10 January 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 flourish in a highly nurturing, accessible and vibrant environment. They are happy, healthy and make rapid progress by engaging in a wealth of challenging and inspiring activities. The childminder makes excellent use of innovative and exciting home-made resources to enrich children's learning and their sense of enjoyment. Children are well prepared for starting school. They develop excellent independence, early language, mathematics and literacy skills.

Children settle exceptionally well. They have very strong attachments to the childminder. Younger children are clearly familiar with the well-organised and consistent care routines that help them to feel safe and secure. Two-year-old children respond positively to the childminder's calm and gentle encouragement to share their favourite toys.

Children show great focus and perseverance while playing and exploring with resources and small-world toys. They delight in the childminder's first-rate interactions which accelerate their learning and foster their eagerness to learn more. For example, as two-year-old children skilfully build a train track, the childminder shows them how to operate the magnetic crane. She introduces concepts such as weight, as the crane hoists different-sized objects. Toddlers skilfully show they know how to operate simple technology toys and delight in placing objects in and out of different containers.

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

- The childminder plans exciting activities. She complements these with outings that provide new first-hand learning opportunities, such as a visit to the farm. Her curriculum is informed by meticulous observation, assessment and planning. As part of this, the childminder has created her own software to capture and share children's unique learning journeys with parents.
- The childminder makes excellent use of displays, online resources and outings. These ignite children's sense of wonder of the world they live in and help them to recall learning. For example, children observe videos of animals hibernating, while learning about nature and the different seasons. They go on adventurous bug hunts and count the growth rings on tree stumps.
- The childminder builds strong foundations for children's early reading. She expertly supports children's rapidly increasing speech. She creates and uses visual aids and props to enrich storytelling and foster children's love of books.
- The childminder introduces early literacy in many inventive ways. She uses name cards and wooden blocks to reflect the letters that represent children's names. She creates exciting resources, such as a robot made out of craft materials, to make learning enjoyable and engaging. For example, the robot conceals 'yes'

and 'no' answer buzzers that indicate if children have posted the correct letter.

- Children develop excellent physical control, which is essential in supporting their early writing skills. Two-year-old children learn how to use tools such as scissors, rolling pins and dough cutters. Toddlers precisely turn pages of board books, skilfully build a tower of blocks and explore squishy dough.
- The childminder uses every opportunity to incorporate early mathematics into care routines and as children play. She provides many challenging activities for older children, such as matching ladybirds, made out of plastic bottle tops, to numbered leaves.
- Children develop an excellent awareness of the importance of living a healthy lifestyle. The childminder reinforces key messages through children's favourite stories and role play resources, such as caterpillars made from tubes. Furthermore, children have a nutritious diet. They harvest fruit and vegetables and make fruit smoothies. They engage in craft activities that further develop their early awareness of good oral hygiene and healthy eating.
- Children have many opportunities to learn about their feelings, develop kind and caring friendships and value diversity. Children compare the similarities and differences between themselves and others using books and multicultural resources, and by creating self-portraits using paper plates.
- The childminder establishes first-rate partnerships with parents and other providers where children attend pre-school or Reception class. There is comprehensive information-sharing and consultation, in order to successfully complement children's care and learning and meet their individual needs to the highest level.
- The childminder makes excellent use of information and continued professional development to reflect on and continually develop her practice. For example, she uses precisely targeted training and research to support younger children's emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes rigorous risk assessments and hygiene practices, to promote children's safety. This includes those related to the COVID-19 pandemic, which has been essential as children have continued to attend the provision throughout. The childminder continually demonstrates safe practices during daily routines, to minimise accidents. As part of this, she closely supervises toddlers as they learn to climb on and off soft furnishings, and supports two-year-old children when using more challenging equipment. The childminder regularly updates her safeguarding knowledge. She has a comprehensive understanding of the possible signs of abuse and of reporting procedures. Children are protected well from harm.

Setting details

Unique reference number	2524454
Local authority	Leeds
Inspection number	10208206
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Adel area of Leeds. The childminder operates Monday to Wednesday from 8am to 5.45pm, and on Thursdays from 8am to 9am, and 3pm to 5.45pm. She is open all year round, 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
Rachel Ayo

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years provision and implements her curriculum. The childminder showed the inspector further evidence of her curriculum online.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector viewed written feedback from parents reflected in parent questionnaires and pre-inspection letters.
- The inspector looked at relevant documents, including children's records of learning, training certificates and evidence of the suitability of persons living in the household.

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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