

Childminder report

Inspection date:

24 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 flourish in this setting. They experience a precisely targeted curriculum that is designed to build on their strengths and rapidly narrow gaps in their learning. For example, children who already excel at solving problems are challenged to reach their full potential. The childminder's inspiring teaching is intuitive. She is highly perceptive to children's emerging interests and lines of questioning during their play. This means that activities are seamlessly reshaped and extended to follow children's lead.

Children continually consolidate their learning. They talk about the caterpillars they observed as they grew, built a cocoon and emerged as a butterfly. This has captured children's interest. Their keen focus on minibeasts feeds throughout their activities. Children listen to stories about 'silvery slithery slug trails', worms 'munching mouthfuls of marvellous mud' and the bee's 'hive full of heavenly honey'. They learn what 'camouflaged' means when they discuss a stick insect.

Children's behaviour is exceptional. The childminder's calm manner and superb planning provide them with a stimulating environment where they are highly motivated to learn and discover. Parents comment that the childminder always looks for ways to help children reach their full potential. They say her updates 'are a real insight into children's care'. Children have superb relationships. They grow in confidence and have high self-esteem.

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

- The childminder promotes excellent partnerships with parents and other settings children attend. The detailed information she gathers means that she has a deep understanding of each child's stage of development and learning needs. Any emerging gaps in children's learning are identified immediately. She works closely with parents and other professionals to ensure children quickly catch up.
- The childminder promotes critical thinking and problem-solving highly successfully. She continually asks children, 'Can you tell me what you are doing?'. This questioning prompts them to share their ideas and talk about what is happening. For example, children observe that when they put cars down a ramp, some are faster. They work out that cars with sand on their wheels go slower. The childminder shows them how their cars get 'stuck in the sandy soup'. Children are immersed in their play and show superb concentration.
- The childminder instils determination and working together. She encourages children to predict what might happen next and test their theories. They are keen to try again when things do not work as they expected the first time. For instance, children think about what they can use to make their ramp higher. They discuss what they can use to make sand castles if they have not got a

bucket.

- The childminder teaches mathematics highly successfully throughout children's play. They are beginning to count past twenty and to recognise numbers in print. Children explore more complex shapes, such as a dome made from a coconut shell filled with sand. They explore sticks that float and observe how a large scoop can be used to fill a container much quicker than a small one.
- The childminder fully supports children's love of reading. She has created a story area where children can sit quietly and explore a vast range of books independently. Children identify the first letter of their name. They listen carefully to rhythms in words and identify that some children have two beats to their name, while others have one or three. The childminder reminds children to listen to others. They are eager and wiggle with anticipation while waiting for their turn to speak.
- Equality and diversity feed through the childminder's practice. She shares books with children that challenge discrimination. They talk about their family and celebrations that are special to them. Displays and resources depict people from around the world.
- Children learn good health and hygiene. They laugh as they look at their 'milk moustache' in the mirror and wash their faces after snack. The childminder teaches them how a healthy diet contributes to their strong muscles. She has completed training in oral health and shares her knowledge with parents. Children develop their physical skills using ride-on toys and balance boards to develop core muscles. They demonstrate how they move their body in different ways like a minibeast. They scuttle like a beetle and flutter like a butterfly.
- The childminder is highly driven and ambitious. She constantly evaluates how her practice can be improved. She accesses training, reads widely and conducts research to bring fresh ideas that continually enhance children's learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding and wider child protection issues. She knows how to identify children who might be at risk from extremism or exploitation. She teaches children how to keep themselves safe. For example, they practise road safety using signs and traffic lights in the garden. The childminder uses books, such as 'Goldilocks (A Hashtag Cautionary Tale)', to teach children in an age-appropriate way about keeping safe online. The childminder keeps parents informed of any changes so they know what measures are in place to protect their children.

Setting details

Unique reference number	2570096
Local authority	Leeds
Inspection number	10226008
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Tingley area of Wakefield. The childminder is open Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- This was the first routine inspection the setting 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 childminder and the inspector discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about their activities.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed teaching. She talked to the childminder about how they evaluate the provision and their professional development.

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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