

Childminder report

Inspection date:

8 August 2024

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 enjoy rich opportunities to explore and investigate by using all their senses at this fun and friendly setting. They focus intently as they play with toy diggers and cranes in a pretend building site that the childminder has created in the spacious and enclosed garden. Children show very high levels of concentration as they carefully fill and carry containers of water to mix with sand to make pretend cement.

Children build strong bonds with the childminder, who is very patient, caring and calm. They have fun together and obviously enjoy each other's company. The childminder models how to be respectful and use manners. She encourages children to play cooperatively together. Children's behaviour is excellent. The childminder purposefully and thoughtfully provides resources she knows children will need to share. This encourages them to learn how to be patient and to take turns.

The childminder provides consistent and secure daily routines that help children to feel very settled and secure. The childminder uses puppets to encourage children to talk about their feelings and emotions. She helps to prepare children when they start at the setting, such as by providing books that explore what it is like to go to a childminder. When they leave, the childminder provides books that support them emotionally to make the move on to the next stage in their learning.

Children are confident and grow rapidly in their independence. For instance, the childminder provides child-height mirrors to help them to learn how to independently clean their faces and blow their noses. Children wash their hands, butter and cut their toast, chop their fruit and help to clear away after mealtimes.

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

- The setting's curriculum is very well planned and thoughtfully considered. The childminder is passionate about providing purposeful activities that she knows will excite, interest and challenge children.
- The childminder carefully considers what she wants children to learn. She models new skills and provides clear instructions. The childminder thinks carefully about when to intervene to best support children to extend their ideas and play.
- Children benefit from rich opportunities to explore with natural resources and tactile materials. The childminder encourages children to experiment, such as by mixing materials as they make dough and potions from rose petals, lavender and the herbs that they help to grow.
- The childminder provides excellent support for children's physical development.

She encourages children to stamp, stretch and jump as they excitedly catch and pop soap bubbles. Children use pipes as balancing beams in the garden and climb and run during trips to local parks.

- The childminder provides lots of opportunities for children to learn to use their hands in different ways, such as they make marks, pour water and scoop sand. Children learn how to fill, empty, lift, twist and pull by using taps and a variety of bottle tops and openings.
- Children hear and use lots of language as they chat with the childminder about their play. They take part in story and song times. The childminder repeats children's words back to them. This helps them to understand that their words are valued and understood.
- The childminder plans outstanding support for children's mathematical development. Children learn the value of numbers and that colours come in different shades. They sort and count pieces of jigsaws and choose between small, medium and large measuring jugs. Children discuss how heavy their containers are and how empty or full the water urn is.
- The childminder teaches children about nature and the natural world during trips outside the setting. Children go pond dipping and bug hunting. They learn about different types of birds and herbs. Children scoop out pumpkins, print with potatoes and visit local woodland.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She has built strong relationships with local schools and understands well the importance of working with other professionals, in order to create a consistent approach towards support for children's learning.
- Parents speak very highly of the childminder. They describe her as 'kind, thoughtful and trustworthy'. Parents say she builds 'amazing bonds' with their children and goes 'above and beyond' to help them thrive. They report their children feel 'listened to, safe and supported'.
- The experienced childminder is highly motivated and passionate about her work. She enjoys training and regularly updates and extends her knowledge and skills.
- The childminder is extremely reflective. She makes continuous notes about activities and resources. These include what has gone well and what changes she can make to continuously improve the experiences she provides for children in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2756867
Local authority	Leeds
Inspection number	10349700
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 9
Total number of places	6
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Tingley, Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification for childminding. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Foers

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 childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and suitability of those living on the premises.
- The childminder and the inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took account of the views of a number of parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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