

Childminder report

Inspection date:

17 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly greeted by the childminder. She knows them very well, including those that have recently started. Children demonstrate excellent behaviour towards each other and adults. They show a caring nature to the younger children, for example making sure they are safe as they move up and down the steps in the garden. This helps children to feel safe.

Children demonstrate an excellent knowledge of mathematics. For example, when asked their combined age, they add four balls each to counting tubes in the garden. Children add these together and say 'eight'. They use a variety of buttons to fill in number pictures, and consider how to use the largest number of buttons. One child uses smaller buttons while another piles them on top of each other. Children are making exceptional progress in mathematics.

Children are inquisitive as they investigate the light and darkness. They explain that the dark den is not in total darkness as they have a lightbox inside. Children use projected light on the inside of the den to create shadows and shapes. They add coloured tubes to torches to change the colour of the lights. Children learn to understand the world around them.

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

- The childminder has an ambitious curriculum for the children to enable them to be 'school ready'. She skilfully adapts learning opportunities to the age and needs of each child. For example, when playing with a large tray of buttons, younger children like to explore the sounds and how the buttons feel. Older children use them to fill in letters and numbers. As they fill in the letter J, children recall words that start with a J, such as 'jug', 'juice' and 'jump'. As a result, they are making excellent progress in their learning and development, including children with special educational needs and/or disabilities.
- Children's communication and language development is wonderfully supported at every opportunity. Children have an excellent understanding of words. The childminder takes time to show and explain the meaning of words. For example, when children discuss a broken arm, they use a body poster to point out the bone. The childminder prompts them to recall the name of the bone beginning with R. The children say 'radius'. They learn the word 'spine' and that it holds their head on. Children laugh and wobble their head. They have excellent communication and language skills.
- Children are developing their independence while learning what makes them healthy. They wash their hands before eating and after personal care routines. Children understand the importance of healthy food choices. For example, they are growing their own vegetables. Children excitedly show the plants they have

grown from seeds. They explain that these need the soil, water and sun to grow. Children have a growing understanding of how to be healthy, including growing healthy foods.

- The childminder's caring approach ensures that children settle in extremely well. When they join the setting, she works at the child's and family's pace to ensure children settle quickly. This helps them to truly feel safe and secure. The childminder values each child as a unique individual. She visits them in their home to find out about their home life and prior experiences. The childminder uses this information to provide activities and experiences that the children will enjoy. This strengthens their learning at the earliest opportunity.
- Partnerships with parents are wonderful. The childminder gathers information from parents that enables children to settle quickly into her care. Parents comment on the valuable assistance the childminder has given them with their children's development, for example helping children to be independent in using the stairs and going to the toilet. Parents are regularly kept up to date regarding their child's learning and development. Information is sent home every term, showing what the children have been learning.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding knowledge of the childminder is extensive. She has an excellent understanding of how to keep children safe. For example, the childminder has up-to-date knowledge of the indicators of abuse and extremist behaviour. She knows exactly how to take swift action if she has any concerns about children's welfare. Regular training and reflective practice ensure that her knowledge is current. The childminder carries out regular risk assessments to ensure her premises are safe and secure. Children learn to keep themselves safe as they climb up and down the stairs in the garden.

Setting details

Unique reference number	319707
Local authority	Leeds
Inspection number	10117246
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 August 2015

Information about this early years setting

The childminder registered in 1990 and lives in Farsley, Leeds. She operates all year round from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the childminder.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to parents and carers at appropriate times during the inspection.
- A meeting was held with the childminder. This included a review of relevant documentation, suitability and training.

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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