

Childminder report

Inspection date: 30 June 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 incredibly happy and enjoy their time in this homely and inviting setting. They have access to an extensive range of stimulating resources and rich experiences. Children show high levels of engagement in activities, and show a desire to learn. The childminder carefully considers the activities she provides and how they will help children to make progress across all areas of their learning. The childminder expertly adapts activities to ensure that all children are challenged and reach their full potential. For example, when playing an animal lotto game, younger children focus on turn taking and matching the animals. Whereas older children identify the initial letter sounds of the animals as they practise their early literacy skills.

Children are safe and have exceptionally secure attachments with the childminder. They experience extremely positive interactions and develop their social skills well. Children are very outgoing and play cooperatively together as they develop friendships.

Children are well behaved, kind and considerate. They are aware of the childminder's expectations for their behaviour in the setting and when out in the community. The childminder helps children to learn about respect and tolerance for others, teaching them good manners and how to be polite.

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

- The childminder knows the children that she cares for exceptionally well. She confidently describes children's individual personalities and what makes them unique. She knows where each child is in their development and how to support them to make rapid progress in their learning.
- The childminder supports children's communication and language development incredibly well. She engages children in conversations and extends their vocabulary by introducing new words. For example, she uses 'measure, full, empty and 'capacity' as children explore water. She explains what each word means and repeats them to reinforce children's understanding.
- Children's curiosity, awe and wonder are promoted through the extensive and well-planned outings that the childminder provides. Children enjoy visiting museums, farms, parks and woodland areas. They learn about history, different cultures and nature. Children love going on nature hunts, collecting flowers and watching the birds and insects.
- The childminder teaches children about the importance of leading a healthy lifestyle. Children help to decide what fruit they would like for snack. They chat about healthy and unhealthy foods, and the effects that these have on their bodies. This leads to discussions about children's experiences of visiting the

doctor, hospital and dentist.

- Children's independence is promoted extremely well. Children cut their own strawberries and grapes for snack. The childminder explains to children why it is important to cut up grapes, so that they do not choke. This helps children to learn about keeping safe.
- The childminder has extremely good relationships with the local nursery and school. She regularly communicates with teachers to find out what children are learning and how she can support them in her setting. When children are moving on to school, teachers visit them at the childminder's home. The childminder provides this seamless process to help children to move on.
- Partnerships with parents are excellent. The childminder has highly successful strategies in place for sharing children's learning with their parents. For instance, the childminder shares photos and updates about what children are doing and how this supports their learning, using an online application. The childminder often sends home activities, books and games for children to use at home, to aid their development further.
- Parents are incredibly complimentary about the childminder and the service that she provides. They say the childminder's home is 'welcoming' and like a 'home from home' for their children. Parents state that the childminder provides a wide range of activities and experiences that cater for children's individual needs. As a result, children are making progress and are becoming confident, independent and ready for school.
- The childminder is extremely ambitious, enthusiastic and experienced. She regularly undertakes training and does research to keep her knowledge and skills current. She brings what she has learned back into her setting to support children's learning and development further. For instance, the childminder has recently undertaken training to support children's mathematical development. This is firmly in place throughout the setting and in all that she does with the children.
- The childminder's self-evaluation process is robust. She successfully reflects on her setting and the opportunities that she provides for children. She adapts activities and experiences as needed, to keep things fun, exciting and interesting for children. This helps to engage children and builds on their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional understanding of her role and responsibilities to keep children safe, and is fully aware of safeguarding procedures. She is confident and knows what to do if she has a concern about a child's safety or welfare. Safeguarding updates are integral to the childminder's practice and she ensures that she completes regular safeguarding training to keep her knowledge up to date. The childminder's home is secure and well organised. She has thoroughly assessed the risks in her indoor and outdoor environments to minimise any hazards. She teaches children about keeping themselves safe, including when

using the internet and when out and about in the community.

Setting details

Unique reference number	319793
Local authority	Leeds
Inspection number	10117251
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 May 2016

Information about this early years setting

The childminder registered in 1992 and lives in East Ardsley, Wakefield. She operates all year round from 7am to 5pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Cotton

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 and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback provided by parents to gather their views and opinions about the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022