

Childminder report

Inspection date:

14 July 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 flourish in the care of this highly-dedicated childminder. They make exceptional progress in all aspects of learning. This is because they benefit from a wide range of high-quality opportunities, planned to meet their individual needs. An activity to help children who are about to welcome a new baby into their family, fully engages all the children. After reading a story about a new baby, they go outside where a range of resources is available to help children to care for baby dolls. The youngest children concentrate as they practise pouring water into different containers, to bathe the doll. Older children are shown how to wash the doll, using cotton wool to gently clean its eyes. They weigh the baby on scales as the childminder explains this might happen in a baby clinic. Children can practise making marks, as they record the baby's weight in a record book. Children continue to care for the doll throughout the day, making sure they change its nappy and give it milk. This helps children to prepare for the arrival of a baby brother or sister.

Children's behaviour is exemplary. They say 'please' and 'thank you' without being reminded. When younger children drop a toy, older children quickly start to pick it up. However, they listen to the childminder when she asks them to leave it. She explains this is so the younger children can develop their muscles by getting down to pick thing up themselves. Children beam with pride when they are praised for being helpful. For example, they fetch plates and cutlery ready for snack time. This promotes children's self-esteem.

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

- The childminder creates a curriculum that fully engages all the children. She has an excellent understanding of how young children learn. She skilfully blends activities she plans in advance with spontaneous learning opportunities based on children's interests. For example, the youngest children show an interest when a bracelet spins as it falls off the table. The childminder invites all the children to see what happens when they roll different bracelets on the floor. Through careful questioning, she helps older children to work out why some of the bracelets roll further. Younger children practise rolling balls on the floor. The childminder explains that the activity is helping these children to develop their physical skills, as they get up and down from the floor.
- The learning environment the childminder has established is highly stimulating, both inside and outdoors. It is arranged to support children to become independent learners. Labels and pictures on boxes and drawers help children to know where to find toys and equipment. There are displays to encourage children to investigate areas of interest. For example, a display linked to the story, 'The Very Hungry Caterpillar', provides counting and sequencing

opportunities. Children tell the inspector that they have recently watched caterpillars turn into butterflies. They also went to the local shops to buy the items eaten by the caterpillar in the story. These experiences help children to develop a real love of learning.

- The development of children's speech and communication is given high priority. Children are introduced to new vocabulary as they play. For example, the childminder explains that butterfly wings are symmetrical as they are the same on both sides. She helps children to understand that cutting a banana in half means that the two pieces are both the same size. The youngest children who are starting to make sounds, enjoy dedicated time with the childminder. She explains what is shown on photographs of their families and homes. This supports children to become confident communicators.
- Children are encouraged to develop their self-care skills. The childminder waits patiently as children take time to put on their own shoes. She provides effective encouragement so that they keep on trying. Children wash their own hands. Even the youngest children are provided with knives at snack time, so they can cut their own fruit.
- Children benefit from healthy snacks. They are reminded of the importance of remaining hydrated on a warm day. They regularly develop their physical skills outside. Local childminders recently brought their children to visit and take part in a sports day in the garden and to enjoy a picnic. This enables children to socialise with a larger group of friends.
- Partnership with parents are extremely effective. Parents are delighted with the innovative and imaginative experiences the childminder provides. They report that their children's faces light up when they arrive in the morning. They welcome the effective communication between home and the childminder.
- The experienced childminder is a highly-reflective practitioner. She accesses training most weeks to further enhance her knowledge of how young children learn. She regularly changes the learning environment so that children's curiosity is maintained.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role in keeping children safe. She regularly updates her safeguarding training. She is fully informed about local issues and the procedures to follow should she have a concern about a child. She also knows who to contact should there be an allegation made against her. The childminder has a thorough understanding of signs that might indicate a child is at risk of harm. This includes knowledge about the 'Prevent' duty and county lines. The childminder carries out daily visual checks of her premises. She supervises children very carefully. She supports children to understand how to keep themselves safe.

Setting details

Unique reference number	319853
Local authority	Leeds
Inspection number	10117253
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 May 2016

Information about this early years setting

The childminder registered in 1994 and lives in the Horsforth area of Leeds, West Yorkshire. She operates all year round, from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Jan Batchelor

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 spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector viewed the childminder's house and garden, and discussed the safety and suitability of the premises.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector, sharing what they like to do when they are at the childminder's house.
- The childminder provided the inspector with a sample of key documentation on request.

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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