

Childminder report

Inspection date: 30 March 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 thrive and flourish with the childminder. She has very high expectations for them and uses every opportunity to extend their learning. Children use exceptional vocabulary for their age and develop mathematical skills beyond expectations. For example, young children play imaginatively with dolls. They tell the childminder that they are going to be the paediatrician and they need their doctor's kit. The childminder challenges them to tell her six different numbers to make their telephone number. Children have high levels of confidence and strong bonds with the childminder. They introduce her as their friend and demonstrate an excellent understanding of how to interact socially with others. Young children's behaviour is impeccable. They understand a wide range of emotions and talk about how they can be patient while they wait for the childminder to join them.

During the COVID-19 pandemic, the childminder stayed in touch with children and families who could not attend. They worked in partnership to design a bug house and decorate new outdoor resources. The childminder works hard and continually reflects on how she meets children's individual needs. For instance, she accessed specific training to help her to support children's emotional well-being. This helped to minimise the impact of the COVID-19 pandemic for children, and parents say that their children are very enthusiastic to attend.

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

- Children make exceptional progress in every aspect of their development. The childminder provides an exciting and challenging curriculum which consistently meets children's evolving learning needs. For example, she recognises small cues where children show a gap in their knowledge and immediately plans how to fill this and broaden their experiences. Young children have excellent foundations for their future.
- A significant strength is the way the childminder promotes children's communication and language skills. Young children use complicated sentences and hold full conversations. They discuss their thoughts and articulate their ideas with exceptional confidence. The childminder has a 'wow word' board which she uses to teach children the meaning of new words. For example, young children learn the meaning 'blustery' and 'chaotic'.
- The childminder teaches children about the importance of being healthy, safe and independent. Young children talk in detail about germs on their hands and manage their own self-care. They know how to safely chop banana and describe why it is important to hold the knife correctly. The childminder encourages children to try new foods and make healthy choices.
- From a young age, children develop the skills they need for starting school. They have excellent levels of concentration and are highly motivated to learn. For

example, they enjoy regular walks to and from school and choose to point out numerals they see. The childminder notes current interests in letters and uses the walk to support children's understanding of letter sounds.

- Children are enthusiastic to persevere to develop their skills. The childminder embeds the importance of 'having a go', and children know that making mistakes can help them learn. They show high levels of resilience, determination and pride.
- The childminder has highly effective partnerships with other settings children attend, such as nursery. For instance, she obtains curriculum information from nursery teachers and uses this to form part of her plans. In addition, the childminder extends learning if children need further support. For example, children enjoy practising skills to identify patterns and use threading buttons to continue a sequence.
- Parents are involved in children's learning. The childminder sends the 'wow words' home and parents send her updates on the things children enjoy. This promotes consistency and continuity for children. Parents are very happy with the care children receive. They say their children are a 'credit to the childminder' and they are very proud.
- Children develop strong personal, social and emotional skills. The childminder knows children exceptionally well and helps them to learn how to identify and manage their emotions. For example, younger children begin to use strategies to help them to relax. They complete complex puzzles and take part in yoga and mindfulness activities. This contributes to their overall well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role to keep children safe. She is proactive in finding out about wider safeguarding issues and seeks information from the local safeguarding partnership. The childminder understands the procedures to follow if an allegation is made against herself or a household member. She completes detailed risk assessments to ensure that the environment is safe for children. The childminder shares safety information with parents regularly. For instance, she shares information from the NHS about any infectious diseases, such as measles, and signs to look for. Children have a very good understanding about safety. They are aware of potential risks and identify ways to manage these.

Setting details

Unique reference number	320099
Local authority	Leeds
Inspection number	10117266
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	3 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 1996 and lives in Whinmoor, Leeds. She operates all year round from 8am to 5pm, Tuesday to Thursday, 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

Michelle Lorains

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 observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was carried out by the childminder and inspector, indoors during unplanned experiences.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including evidence of qualifications and the childminder's suitability to work with children.
- The childminder obtained written feedback from parents for the inspection.

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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