

Childminder report

Inspection date:

17 February 2020

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 receive an exceptional level of care and education and make rapid progress in their development. The childminder knows the children extremely well and plans purposeful and motivating activities to meet their individual needs and interests. Children thrive in the welcoming and stimulating environment. They are highly motivated to learn and receive excellent support and thoughtful interactions from the childminder. Children form strong bonds and friendships with the childminder and each other. This supports their personal, social and emotional development.

Children are very happy and safe in the childminder's care. They thoroughly enjoy exploring and getting involved in the wide range of activities in the home and garden. Children express excitement and wonder, often saying 'wow' when the childminder adds different items to the investigation tray.

Children's behaviour is exceptional. The childminder provides effective and sensitive support to help children learn about and manage their behaviour. For example, when two children both want to use a chalkboard, she helps them to decide what they can do. The childminder suggests they draw on the board together at the same time, or wait and use it one at a time. This helps children to begin to manage conflict themselves, which supports resilience and confidence.

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

- The childminder has an excellent understanding of how children learn and has ambitious expectations of what they can achieve. She is very caring and nurturing, resulting in a calm environment which supports effective learning. The childminder continuously assesses children's development and recognises their interests. She uses the information to skilfully plan an exciting range of activities for all areas of learning.
- The childminder promotes children's good health and physical skills successfully each day. She provides children with healthy and nutritious snacks and drinks. They also talk about what foods are good for them and how certain foods can affect their teeth. Children know why they wash their hands throughout the daily routine. They use imagination and language very well when 'cooking' with wooden shapes and silver bowls. Children describe what they are cooking as 'delicious pasta with peas' then tell everybody to wash their hands before eating.
- Children have regular opportunities for outdoor play and take risks and tackle challenges to support their physical skills. For example, they concentrate as they walk along balancing planks situated on 'wobbly' tyres. Children are active learners and persist at activities for extended periods of time, for example when scooping and transporting rice and sand and when fastening buttons on dolls'

clothes. This helps to promote children's concentration, physical skills, imagination and hand-to-eye coordination.

- Children have excellent attitudes to their learning. They prepare for learning each day by participating in activities such as 'wake up and shake up' exercises. Children have opportunities to listen to a wide variety of music, including music for being energetic and music for relaxing. They enjoy listening carefully to try and identify which instruments make different sounds. This promotes children's listening skills and their understanding of the world.
- The childminder promotes children's love of books and ensures they have easy access to a wide range of resources. Children have recently taken part in a 'book hunt' in the local community. The childminder reads rhyming stories, which the children love to listen to. They fill in the missing words in the story, which helps them to begin to understand rhyming words and alliteration.
- Partnerships with parents are exemplary. Parents provide very positive feedback about the provision and in particular about the excellent progress their children make. The childminder includes parents and children in her evaluation of the provision, to seek their views and ideas about continuous improvement. The childminder has an outstanding attitude towards her continuous professional development and has continued to complete many courses since her last inspection. The childminder reviews her provision and resources following training to ensure what she has learned improves the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the protection of children's physical and emotional well-being is paramount. She is able to identify signs of possible abuse and neglect and would act appropriately to safeguard children's welfare. She has an excellent understanding of how to keep children safe and of the procedures to follow if she has concerns. The childminder completes very comprehensive risk assessments for the premises, activities and outings. These, along with her vigilance, guarantee children's safety and well-being at all times.

Setting details

Unique reference number	320740
Local authority	Leeds
Inspection number	10117276
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder registered in 2000 and lives in Halton, Leeds. She operates all year round from 7am to 5.30pm, 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- and three-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children throughout the inspection.
- A joint observation of children's learning was conducted with the childminder.
- Discussions were undertaken with the childminder, and the inspector looked at relevant documentation, such as children's learning information and evidence of training and qualifications.
- The inspector obtained feedback from parents and took account of their views.

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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