

Childminder report

Inspection date: 13 February 2020

Overall effectiveness	Outstanding
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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 this highly stimulating and inclusive setting. The childminder values each child's uniqueness, developing incredibly strong bonds with each of them. Young children's faces light up as she playfully engages with them. Children are extremely happy, safe and ready to learn. The childminder expertly supports babies to relate to emotions. They share picture books and look at 'sad' and 'happy' faces. Children are encouraged to copy facial expressions and she helps them to empathise with others. The childminder treats children with the utmost sensitivity and kindness. She positively reinforces her expectations and provides explicit praise to help children to understand what they have done well. Children behave exceptionally well for their age.

The childminder uses her first-rate knowledge of children's needs to plan for their ongoing learning. For example, she knows that babies learn by dropping objects. She provides an inspiring range of activities to support them to test out their ideas and make connections. Children become engrossed in sensory activities. They squeal with delight as they repeatedly release handfuls of rice, listening to the noises they create as it lands in the tray. The childminder's interactions significantly enhance children's learning and teach them age-appropriate mathematical concepts.

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

- The qualified childminder takes part in many professional development activities, which are highly focused on strengthening her first-class teaching skills. For example, she has recently learned more about the importance of physical development in relation to school readiness. In response, she has introduced even more innovative activities to support children to develop the coordination, balance and small-muscle strength that they need for the future.
- The childminder promotes children's language and communication skills splendidly. She uses key words in children's home language, introduces new vocabulary and constantly comments on what children are doing. Young children learn new words rapidly. They remember what they have been taught and imitate the actions they have observed. For example, children go off to collect bricks. They bang them together to represent horses' hooves as the childminder sings familiar songs.
- Partnerships with parents are exemplary. The childminder uses highly effective channels of communication to adopt a shared approach to children's learning and care. For example, she talks to parents regularly about their child's development. In addition, she frequently sends home activities that are focused on helping children to make further progress.
- The childminder provides splendid opportunities for children to learn about

people and communities beyond their own. For instance, children celebrated Chinese New Year in a traditional Chinese restaurant. They visit different places of worship, such as synagogues, and find out about different people's religions and beliefs.

- Children are inquisitive, highly motivated and very eager to engage in activities. They concentrate intently as they explore sensory materials. The childminder expertly supports them to explore colour, texture and shape. She models her own thinking brilliantly and helps children to solve problems as they work out how to fit containers inside each other.
- The childminder is an admirable role model, who consistently supports children to use good manners. She expertly engages young children in turn-taking games, sensitively helping them to develop a sense of right and wrong. Children respond positively to the childminder's instructions and requests.
- Children have an impressive repertoire of songs and spontaneously point to parts of their bodies to indicate that they want to sing. The childminder is very tuned in to children and expertly responds to their body language. She leads invigorating music sessions, adapting her teaching in response to children's emerging interests. This keeps them highly engaged and focused.
- Self-evaluation is an integral part of the childminder's practice and is sharply focused on achieving the best possible outcomes for children. The childminder uses innovative methods to gain feedback from children and parents' views are fully considered. In response to feedback, the childminder has introduced parents' evenings to enable her to share in-depth information about children's learning and care.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. The childminder completes vigorous risk assessments to make sure that children are safe in her home and during outings. She has robust procedures in place to identify and report abuse and neglect. The childminder constantly researches information to ensure that she has an up-to-date and current knowledge of wider safeguarding issues. These include county lines, grooming and exploitation. She is alert to the dangers of the internet. She provides parents with tips, advice and guidance to help children to stay safe online.

Setting details

Unique reference number	EY200414
Local authority	Leeds
Inspection number	10117326
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 March 2015

Information about this early years setting

The childminder registered in 2002 and lives in the Meanwood area of Leeds. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Susie Prince

Inspection activities

- The inspector had a tour of the premises. She talked to the childminder about how she plans her curriculum and organises her provision.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder jointly evaluated an activity with the inspector.
- A sample of documentation was reviewed by the inspector. This included children's development records and evidence of the suitability of adults living at the premises.
- The inspector talked to the childminder and children at appropriate times during 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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