

Childminder report

Inspection date: 1 October 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and vibrant in this setting. They develop close attachments to the childminder. Care and affection are demonstrated between children and the childminder. Children's communication and language development is very well supported, with children's speech being one of the primary focuses of the setting. This enables children to talk confidently about their feelings and what they like to do. The childminder listens to what the children tell her and responds to their requests sensitively. This supports children to feel safe and secure.

Children show eagerness and enthusiasm about their learning and are very keen to participate in all activities that are available. They thrive in this stimulating learning environment. The next steps in their learning are skilfully planned and extremely well tailored to each individual's needs and capabilities. This includes individual learning targets and, as such, children acquire appropriate skills for their age. The childminder also actively promotes independence skills and has high expectations for even the youngest children in her setting. Children benefit from an ambitious curriculum that incorporates all areas of early learning. They are encouraged to explore different activities, including mark making, water play and physical activities, that support the development of their gross motor skills. For example, the childminder brings a small slide into the indoor environment for small children to develop their gross motor skills.

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

- The childminder's knowledge of the children she cares for is outstanding. She knows the children incredibly well and uses the information that she gathers from initial meetings and conversations with parents to plan engaging activities for the children, based on their individual interests. These experiences are coherently arranged, and children gain skills needed for future learning through extremely well-planned and sequenced learning.
- The childminder supports children's next steps by embedding learning into all activities, ensuring all children make excellent progress. All children are incredibly happy. They are confident in the childminder's setting and are engaged in the learning environment that the childminder has created. The childminder has arranged her learning space very well and plans interesting and stimulating activities for children of all ages.
- A wealth of resources and opportunities are available for all children. For example, children play in the indoor water tray and use cups and containers to fill and pour the water. The childminder talks to the children about how much water can be poured into individual resources, which promotes children's understanding of mathematical concepts. Children are then encouraged to paddle and splash with their feet. This also promotes physical development.

- Partnership working with parents is a strength of the setting. The childminder works extremely hard to develop and maintain good relationships with parents. Parents compliment the dedicated childminder on how well she supports their understanding of their child's learning. Parents also comment on how well their children's development is promoted. Parents are provided with information about what children are learning about at the setting as well as daily care routines.
- The childminder takes children on regular outings in order to support further development. These include parks, play gyms, soft-play areas and other children's playgroups. Children are able to engage in a range of activities, such as climbing, running and jumping, as well as craft activities and socialising with other children. The outings support children's physical skills and their interaction skills.
- Children's independence skills are very well supported. For example, young children are encouraged to access the downstairs toilet and use the facilities independently, with little support. Babies are also able to feed themselves independently, showing high levels of competency using appropriate real cutlery. Children are also encouraged with self-selection of resources and equipment. Children's development and independence are considered appropriately, according to their capabilities and maturity. This promotes their self-awareness, self-confidence and resilience.
- Children's behaviour is excellent. The childminder supports this by having clear boundaries and rules of the setting and is consistent in applying them. Children understand the expectations of the childminder and her environment and engage with these superbly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY231449
Local authority	Leeds
Inspection number	10355399
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2002 and lives in Yeadon, near Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and occasionally works with an assistant.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder shared parents' written views of the setting with the inspector.
- 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.

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 2024