

Childminder report

Inspection date: 21 August 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	Met

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates an outstanding learning environment where children learn and develop new skills rapidly. She carefully plans learning programs that are underpinned by a commitment to providing exceptional emotional support. This clear focus on personal development means that children feel incredibly safe, secure and confident at the setting. The childminder has high expectations of the children in her care and what they can achieve. She sets out very clear and fair boundaries and acts as an excellent behaviour role model to the children. Children consistently behave exceptionally well.

The childminder creates a highly organised and stimulating learning environment. This enables children to confidently follow their personal interests and engage deeply in their chosen play. The childminder skilfully joins children in their play to deepen their understanding of the activities that she has planned. For example, she explains, uses effective questioning, and clearly demonstrates how to do things through her actions and gestures. Children are given the time they need to repeat and refine their learning.

The childminder's excellent settling-in procedures mean that robust and meaningful partnerships with parents are developed quickly. A wealth of information is gathered about the children before they start. The childminder's accurate ongoing assessments of the children mean that any delays in progress are managed swiftly and effectively. She delivers plans from professionals with integrity and supports parents to implement these at home. All children, including those with special educational needs and/or disabilities (SEND), make excellent progress.

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

- The childminder expertly supports children's mathematical development through planned activities and spontaneous interactions throughout the day. For example, children enjoy making different quantities of fruit with dough. They count their blueberries and calculate how many more they need to make 'five' confidently. They eagerly describe things according to size and weight and experiment with different describing words such as 'tiny' and 'heavier'.
- Children have numerous opportunities to develop their small-muscle skills and hand-eye coordination. For example, children decide to draw their favourite characters and use toy fishing rods to hook 'dolphins' and 'ducks'. They independently chop their fruit for snack and successfully wash and dry their hands.
- The childminder has superb parent partnerships. She shares and encourages parents to regularly exchange information about their children's progress and achievements at home. This ensures that she has an accurate understanding of

their development and that any concerns are picked up fast. This helps to ensure that children receive the right support at the right time.

- The childminder goes to great lengths to secure meaningful relationships with the other settings children attend, including schools. A wealth of information is shared with teachers, which fully supports children to have a positive move to school. This includes teachers visiting the setting to meet children and parents before they start. This helps children to move to school or other settings with lots of confidence.
- The childminder consistently supports children to develop their speaking and language skills. For example, she introduces children to the new words such as 'hook' and 'winding'. She encourages children to repeat these words back. Children demonstrate their understanding of these new words by using them in context confidently. The childminder consistently uses very good levels of English language and presents information very clearly.
- Children benefit from a wealth of enrichment activities in the local community and beyond. For instance, the childminder plans regular visits to libraries. Children can choose books and participate in story time sessions with other children, supporting their social skills. Children attend fortnightly forest school and weekly group sessions. They enjoy seasonal activities, such as strawberry picking, and learn about many festivals from around the world. Children benefit from daily physical play in open green spaces.
- The childminder has a strong network of childminders she meets regularly to discuss changes and good practice and to organise statutory training. She undertakes a wealth of personal research to improve her practice even further. For example, she has recently undertaken research into supporting children with SEND and supporting children's language development. This ensures that her practice continually improves over time.
- Parents report that the childminder is 'wonderful'. They appreciate that she goes 'over and above' to provide families with valuable support. They describe her as an extension of their family. They are incredibly happy with the 'amazing' progress their children are making at the setting'.

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	EY280628
Local authority	Leeds
Inspection number	10351532
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	13
Date of previous inspection	19 September 2018

Information about this early years setting

The childminder registered in 2004 and lives in Horsforth, Leeds, West Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Clare Bligh

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder's 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.

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