

Childminder report

Inspection date: 3 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The passionate and dedicated childminder has high expectations. She works tirelessly to ensure children have the very best experiences. Children have many opportunities to visit places in their local community. For instance, they regularly visit parks, woods, environmental centres and local farms. Here, children take part in exciting and interesting activities, for example, den building and conker collecting. The childminder understands how these enriching opportunities contribute to deepening children's experiences of the wider world.

Settling-in arrangements are remarkable. All children benefit from home visits. The childminder uses this time to begin to build exceptional bonds with the child. Parents share information about what their children already know and can do. The childminder uses this valuable information to meet children's unique needs from the start. Children are extremely happy, confident and settled in the childminder's home. Children's behaviour is exemplary. For instance, they politely ask each other for toys and consistently say please and thank you. The childminder is a commendable role model. She shows great respect to children. The childminder gets down on the floor to play, gives excellent eye contact and listens attentively to what children say. Children readily help to tidy up and take care of their resources.

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

- Children are incredibly motivated to learn. They become completely absorbed in their play and activities for long periods. For instance, they carefully use tweezers to move acorns from one tray to another. This helps them to develop their concentration and coordination skills extremely well. The childminder extends the activity further by encouraging children to count how many acorns they have moved, and how many they will have when one more is added.
- The childminder conducts a high-quality self-evaluation of her provision, valuing parents' and children's feedback. She continually updates and extends her superb knowledge by undertaking a wealth of training. This greatly influences her outstanding provision. For example, recent training has helped her refine her storytelling skills even further. The childminder liaises closely with other professionals to share expertise and ideas on a regular basis.
- The childminder supports children's communication and language skills exceptionally well. She introduces new and exciting words, such as 'spectacular', 'opaque' and 'transparent', as they play. The childminder consistently uses her first-rate questioning skills to encourage children to think more deeply. For instance, she challenges children to consider why she may not be able to have an elephant or a crocodile as a pet.
- Children learn to foster a love of reading and enjoy a wide range of books. The childminder regularly reads children stories and sings songs with them. Children

delight as they use props and join in with familiar words and phrases. They rapidly develop their confidence and skills in speaking and listening and become effective communicators.

- The childminder supports children to develop their understanding of healthy practices. For instance, at snack time, she explains which foods are good for us and reminds children of the foods that we need to eat in moderation. The childminder supports parents to make healthy choices with the packed lunches they provide.
- The childminder works very closely with parents to ensure children are fully supported in achieving their full potential. Parents access their child's online learning journal and contribute achievements from home. Parents speak exceptionally highly of the childminder, thanking her for being such an amazing, loving, fun and caring second mum.
- The childminder has an excellent knowledge of the children's individual development and what she intends them to learn next. She plans an exciting range of activities which engage and motivate children to learn. For instance, children excitedly catch bubbles and match the number they have caught to numbers on the wall. The childminder skilfully extends the activity by providing feathers to catch the bubbles with.
- All children are extremely independent. They follow their own interests and confidently explore the highly stimulating environment. They demonstrate good self-help skills as they take off their own coats and shoes. Children form exceptionally close bonds with the childminder and seek her out to join in their play. This supports their emotional well-being extremely effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a superb knowledge of child protection and wider safeguarding issues. She has a clear understanding of the signs and symptoms which could indicate that a child is at risk and knows what procedures to take should she have any concerns. The childminder regularly attends safeguarding training to ensure that her safeguarding knowledge remains up to date. The childminder carries out daily visual checks to reduce any hazards in her setting. She completes more thorough written risk assessments for trips and outings. This helps her to promote children's safety and welfare at the highest level.

Setting details

Unique reference number	EY321115
Local authority	Leeds
Inspection number	10064281
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 November 2015

Information about this early years setting

The childminder registered in 2006 and lives in Leeds. She operates from 8am to 5pm Monday to Thursday and 8am to 3pm on Friday. The childminder operates during term time only, and does not operate during family holidays. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Judith Bodill-Chandler

Inspection activities

- The views of parents about the care and education being provided were taken account of through detailed written feedback.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder discussed with the inspector her learning intentions for children.
- The childminder and the inspector completed an evaluation of a planned activity.
- The inspector viewed the areas of the childminder's home that children use.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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