

Childminder report

Inspection date:

18 May 2022

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 develop exceptional levels of confidence and self-belief. They are highly independent and show concentration and assertiveness when managing challenges they encounter during play. Children benefit from a highly ambitious curriculum that helps them to make excellent progress in all areas of their learning. For instance, they benefit from a language-rich environment that helps them to enhance their vocabulary. Children's love of books is reflected throughout all aspects of learning. Very young children listen attentively to their favourite stories being retold. They use props and puppets and become deeply engaged in stories. Older children excitedly recall trips to the local library where they helped to choose their own books. They actively join in as they listen to the enthusiastic childminder. Children learn about emotional literacy, such as talking about how the character in the story feels. Children then relate this to their own feelings. They learn to resolve minor conflicts between themselves and begin to show an understanding of the needs of others.

The childminder is a superb role model. Children show that they thoroughly enjoy spending time with her. The childminder showers children with an abundance of praise and encouragement. This helps to promote children's self-esteem.

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

- Children are highly engaged in their play. They spend long periods filling and emptying containers in the rich and stimulating outdoor area. Children use funnels and tubes to empty their mix of sand and water. They add solution to water to create bubbles and watch with fascination as the water creates motion with toy wheels and funnels. Children lead their own play and can access water independently from an outside tap. They immerse themselves in transporting water to different areas in the garden. Children create puddles and laugh as they jump in them and splash their friends.
- Mathematical development is woven throughout all aspects of play. Children create car ramps with wooden boards. They race cars up and down tubes and talk about length and how fast the cars are travelling. Children begin to understand mathematical concepts such as full and empty, heavy and light, particularly during sand and water play games. They count and recognise numbers in their play.
- The childminder skilfully prepares children for what they need to learn next. She has an excellent understanding of how to support children's emotional well-being during transition periods, for example when they attend somewhere new such as school. The childminder has completed in-depth training to enhance the quality of her transition arrangements even further. She recognises the importance of supporting parents during these transition times for children too.

- The childminder understands the importance of outdoor learning for children. Children have remarkable opportunities to learn about the natural world. The childminder takes an 'adventure bag' on outings. This includes items such as magnifying glasses and 'what can we see' sheets. She continues to extend children's learning through recalling adventures. She shares photographs with children and they look at picture books together. Children have excellent opportunities to extend their physical development. Furthermore, the childminder helps children to understand how to keep themselves safe. Very young children learn how to manage steps in the outdoor area. The childminder talks to children about the importance of wearing sun cream when it is hot outside.
- The childminder meticulously evaluates her provision. She completes observations of children's learning and gathers the views of parents and children. Children talk eagerly about their favourite things to do and the reasons why they love spending time at the setting. One child commented that the setting is safe because the childminder completes fire alarm practices.
- Parents are highly complimentary about the care that the childminder provides. Parents are well informed about their children's learning needs. The childminder provides resources and activity ideas for parents to continue children's learning at home. She has established strong partnerships with other professionals, schools and providers where children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an in-depth understanding of safeguarding matters. She regularly researches and completes extensive training to help widen her excellent knowledge even further. The childminder is aware of the local safeguarding procedures and has stringent policies in place to ensure that any concerns in relation to the welfare of a child are actioned swiftly. The childminder is highly vigilant and is aware of her responsibility to notify the relevant agencies of any allegations against her or a member of her household. Furthermore, she demonstrates an excellent understanding of safeguarding matters, including domestic violence and the significant impact of this on children's well-being.

Setting details

Unique reference number	EY333799
Local authority	Leeds
Inspection number	10117699
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 May 2016

Information about this early years setting

The childminder registered in 2006 and lives in Calverley, West Yorkshire. She works term time only, from 7.30am to 5.30pm, Monday to Wednesday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.

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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