

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 thrive in the care of the dedicated childminder. They are settled and extremely confident. Children show kindness to each other as they share their toys and remind younger children to wear their sun hat. Children behave exceptionally well. The childminder is an excellent role model and has high expectations for all children. This helps children to feel safe and secure.

Children are encouraged to count and recognise amounts and quantities. The childminder questions the children about size, positions and shapes. For example, when preparing snack, the children comment on cutting the apple in half, then into quarters. They confidently count the sections they have cut. Children complete jigsaws of increasing levels of difficulty. They concentrate as they look for straight edges or circles then successfully link them together. Children skilfully use mathematical language in their play.

Children enthusiastically join in with the wide range of activities on offer. They are inquisitive and ask lots of questions. Children become immersed in their learning as the childminder knows what captures their curiosity. For example, as children use the diggers in the sand, they enquire about machinery that knocks things down. They look on the internet to find a bulldozer. Children use large trucks to represent a bulldozer in their play. Children learn to seek out answers in their play.

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

- The childminder's extensive knowledge of child development enables her to develop a curriculum that meets the needs of the children she cares for. For example, younger children are encouraged to climb and push around prams, strengthening their balance and walking skills. Older children demonstrate their readiness for school as they write their name on their pictures. Children are making excellent progress in their learning and development, including those with special educational needs and/or disabilities.
- The childminder expertly supports children's communication and language. Her interactions with the children are of a very high standard, enabling children to make excellent progress in their communication and language skills. For example, when a helicopter propeller sticks on a toy, the child explores how he could free this. The childminder asks questions as he concentrates and persists to free the propeller. Children excel at solving problems while developing their language skills.
- The childminder uses stories and songs to develop children's learning and understanding. For example, children read 'Tina's Trio and the Ofsted Inspection'. Children question the inspector about the activities in the book. They point out the similarities from the story. For example, the inspector uses

her computer and asks them what they liked doing with the childminder. This prompted a discussion on the use of laptops and what they are used for. One child comments, 'Mummy booked our holiday on hers'. Children's knowledge and understanding are extended and explored through books.

- The childminder expertly supports children in developing independence from a young age. Children confidently pour their own drinks, and use knives to cut up their fruit and butter their toast. They put on their shoes, hat and sun cream to play outdoors. They manage their own personal care needs well and learn the importance of oral hygiene. Children learn to be independent and keep themselves safe and healthy.
- The insightful childminder recognises the important need for children to socialise with others. This is to help close any gaps in learning that may have developed during the COVID-19 pandemic. They regularly socialise with another childminder and the children she cares for. Children grow in confidence from the experience of interacting with larger groups. Children excitedly recall the visit to the woods the previous day. They point out their friends in photographs and explain they were searching for the 'Gruffalo'. Children gain a wonderful knowledge of the natural environment while socialising with friends.
- Parents express their high opinion of the childminder. They value the support and advice that she offers, especially regarding transitions to school. Parents speak with the childminder daily so are always kept informed of their child's routines and learning experiences. Parents comment on the wealth of experiences that the childminder provides for the children. For example, she takes them on regular outings to extend children's understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows who to contact if she has a child protection concern regarding a child or adult. The childminder has completed a vast amount of safeguarding training. After each training event, she reflects on her practice to strengthen her procedures. Children are learning to keep themselves safe. They apply sun cream and put a hat on before going out in the sun. The childminder has an up-to-date paediatric first-aid certificate to ensure she is capable of supporting children in the event of an accident or incident.

Setting details

Unique reference number	EY359529
Local authority	Leeds
Inspection number	10117431
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	2 to 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	15 December 2015

Information about this early years setting

The childminder registered in 2007 and lives in the Farsley area of Leeds. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of suitability and training.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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