

Childminder report

Inspection date: 22 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy their time with the childminder. They form very strong attachments to her. Children frequently approach the childminder for cuddles. Young children raise their arms for her to pick them up and hold them close. The childminder encourages children to express themselves freely. Children are extremely happy and content. They increasingly show high levels of confidence in social situations.

The childminder is an excellent role model. She applies a positive approach when managing children's behaviour. Children learn how and when to use manners. They copy the childminder and say 'please', 'thank you' and 'excuse me' when talking. Children learn the importance of being kind to everyone. They regularly show affection to their friends and approach them for cuddles. The childminder provides consistent and positive encouragement to children. As a result, children are very focused and confident learners. Their behaviour is exemplary.

The curriculum is ambitious. The childminder has extremely high expectations for children's learning and development. She provides an exciting range of activities in the home and the community which are based on children's interests. For example, children learn about wildlife and excitedly track squirrels in their natural habitat. They visit places of interest, such as stately homes and learn about history. Children grow flowers from seed and learn about their life cycle. The childminder teaches children about measurements, such as through water play. Children fill up containers of different sizes and shapes to compare volumes. They develop excellent skills across all areas of the curriculum.

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

- The childminder excels in supporting and developing children's early language. She models language effectively. The childminder follows children's lead extremely well in conversations and talks about things together. She encourages younger children to repeat single words to embed the correct pronunciation. The childminder very skilfully and expertly extends older children's conversational skills. All children make significant progress in their communication and language.
- Children develop a love for reading and take pride in taking care of books. They excitedly take part in a book club. Children bring in their own books to share with each other, which also helps them to develop their social skills. Older children develop confidence when they read out loud. Children develop their concentration and attention.
- Children learn about mathematics from a young age. For example, when they enthusiastically play with pretend darts, the childminder teaches them about

numbers and sequencing. She teaches them about 'more' and 'less' when adding buttons to gingerbread men. The childminder introduces children to colours when they look at pictures. The childminder's intent and implementation of the curriculum are securely and consistently embedded.

- The childminder supports children to develop their problem-solving skills. She encourages young children to complete puzzles and jigsaws. The childminder teaches children about shape and size. She provides encouragement to try when children struggle. Children continue until they complete the activity. All children celebrate by clapping and cuddling to share their friends' achievements. Children are consistently challenged in their learning.
- The childminder supports children's physical development. Children enthusiastically manipulate play dough with their hands and fingers to make flowers. They strengthen the small muscles in their fingers and wrists, while improving their hand-eye coordination.
- The childminder teaches children from an early age how to keep themselves safe, such as when they walk to the local park and the supermarket. The childminder teaches children about road safety and the importance of staying close when in public areas. She supports children to learn about people they can trust and who help them. Children learn about risk when using online technology. The curriculum provides opportunities for children to develop skills to keep themselves and their friends safe.
- The childminder prioritises her professional development. She completes training to further develop her knowledge and practice. The childminder completes thorough observations, assessments and tracking of children's development. This results in the identification of early intervention of children's needs if needed. All children make excellent progress, including children with special educational needs and/or disabilities.
- Information sharing with parents is very effective. The childminder shares information at drop-off and collection times, and during termly reviews. She works extremely closely with parents to implement strategies to support children to further develop their knowledge and skills. The childminder shares information on how to keep their child safe in the home and the community. Parental feedback is extremely positive.

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	EY398413
Local authority	Leeds
Inspection number	10351436
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Leeds. She opens all year round, from 7.30am until 5pm, Monday to Thursday, except for family and bank holidays. The childminder has completed advanced childminding training and occasionally works with one assistant. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jackie Ward

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 childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder and the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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