

Childminder report

Inspection date:

18 July 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children form very strong bonds with the childminder and his family. Children are immensely happy and show that they feel safe and secure. The childminder encourages children to play imaginative games, such as visiting cafes and going to the dentist. Children develop roles and their language with confidence. They demonstrate their excellent understanding of numbers and counting. For example, the childminder teaches children to count as they use bricks and pretend to build houses. Children solve problems exceedingly well. They independently work out how to put windows and doorways in their house.

Children delight in welcoming new visitors to the childminder's home. The childminder devises an extremely well-thought-out curriculum. This is precisely informed from his expert knowledge of the skills that children need to learn next. The childminder shows the highest expectations of children's behaviour. He works hard to support children to develop excellent friendships with each other. The childminder listens carefully to children's comments and regularly asks them for their views and opinions.

The childminder consistently reinforces clear boundaries, and children's behaviour is extremely good. The childminder interacts extremely well with children and he is an excellent role model. Children spend time outdoors, where they learn how to take risks safely and develop their physical skills. For example, they ride on wheeled resources and balance on planks from the 'pirate ship'.

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

- The childminder models language with exceptional skill to encourage children to talk. For example, as they are rolling balls through paint, the childminder asks children if they can describe how the paint feels. He introduces words, such as 'slimy', to young children. Children relish their success as they repeat the new word.
- The childminder builds on children's previous learning and challenges them to deepen their knowledge and understanding of numbers. For example, children competently count beyond 10 and demonstrate their understanding of 'more' and 'less'. The childminder seamlessly weaves mathematical concepts into everyday activities.
- The childminder is committed to promoting inclusion, equality and diversity. He plans an extensive range of educationally focused outings. These include visits to a local farm and into the local community. The childminder provides children with opportunities that help them to value and respect each other's beliefs and rights. He takes children to attend festivals, where they learn about different cultures and celebrations.

- The childminder places a strong focus on ensuring that he keeps parents up to date with their children's daily progress and learning. He gathers detailed information from parents on entry and asks what their children know and can do. This ensures that the childminder has a secure understanding of children's development levels. He shares ideas for parents to try at home with their children, such as activities to develop their mark-making skills.
- Parents' feedback is extremely complimentary. They say that the childminder provides excellent and detailed feedback at the end of every day. Parents comment that he is flexible and professional, and that they would 'wholeheartedly recommend the childminder's setting to others'.
- The childminder demonstrates an excellent commitment to his continuous professional development. He attends a variety of training courses, and discusses and shares good practice with other professionals. This helps him to keep up to date with changes and supports him to evaluate his practice extremely well. For instance, recent training has enhanced the childminder's understanding of how to successfully support children with autism.
- The childminder has an excellent understanding of how to use his knowledge. He accurately plans appropriate activities to support children to make excellent progress. The childminder uses observations and assessments of children's development to help him to have a clear understanding of children's skills and abilities. He quickly identifies what children need to learn next and puts precise and targeted plans in place.
- Children are exceptionally well prepared for their move on to school. They display superb independence skills, such as putting their hats away after outdoor play and chopping their fruit for snacks. Older children learn to independently manage their own personal needs. Children learn to recognise their own names and have excellent opportunities to socialise and meet new friends at playgroups.

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	EY411814
Local authority	Leeds
Inspection number	10351497
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 September 2018

Information about this early years setting

The childminder registered in 2010 and lives in Cookridge, Leeds. He operates all year round, from 7.30am to 6pm Monday to Thursday, and from 7.30am to 4.30pm Friday, except for bank holidays and family holidays. The childminder works with another childminder. He provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 setting.
- The inspector held discussions with the childminder and his co-childminder. She looked at relevant documentation, such as evidence of qualifications and suitability of household members.
- The inspector observed play and learning opportunities for children, indoors and outdoors. She undertook a joint observation of an activity with the childminder.
- The inspector spoke to children during the inspection. The inspector took into account the verbal and written views of parents.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

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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