

Childminder report

Inspection date: 13 February 2020

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 this exceptionally bright, friendly and welcoming setting. They are extremely settled, happy and emotionally secure. The childminder skilfully organises her home, helping children to be highly active and independent learners. Children benefit from a wide range of vibrant, high-quality resources that promote sensory development. For example, they bang wooden spoons on different containers to hear the variety of sounds they produce. Children delight in learning about textures and how things feel. They giggle out loud when they place a net bag against their face. They happily practise new words when they eat their piece of 'juicy' and 'sticky' satsuma.

Children's learning is thoroughly and purposefully supported by the childminder, as she talks consistently about what she is doing. She cleverly uses key words to describe her actions, as she demonstrates how to do things. For example, she shows children how to thread a shoelace through a hole in a spatula, suspending it in the air. She encourages them to try and thread a ribbon through the same hole. She warns them that this might be harder to do, as the ribbon is wider than the shoelace. When they manage it, children receive praise for their 'good threading'.

The childminder is an excellent role model and treats each child with respect. She has the highest expectations for all children and consistently promotes good manners.

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

- Children benefit from a stimulating, learning-rich environment, both indoors and outside. The childminder's expert teaching means that children respond positively and become totally engrossed in their play. They access the resources easily and show high levels of independence. For example, they try hard to use a pair of tweezers to pick up a piece of string. The childminder supports children sensitively as they play. She explains how to hold the tweezers further down, as 'it works better that way'.
- Children's behaviour is exemplary. The childminder has formed very close emotional bonds with children, as she knows them exceptionally well. She carefully and intuitively builds on what they already know and can do. She plans new and inspirational activities to help extend their learning even further. This ensures that they consistently have the chance to play, investigate and explore, developing to their full potential.
- The childminder offers children many opportunities to develop their mathematical skills and learn about colour, size and shape. They count how many different fruits are eaten in the story, 'The Very Hungry Caterpillar'. The childminder skilfully uses her fingers as a visual cue, helping children to

understand what the different numbers in the story represent. Children are curious, enthusiastic and highly motivated. They excitedly watch how different-sized balls move at varying speeds when rolled from the same distance.

- Children eat healthy and nutritious food. The childminder knows the social value of eating together and uses mealtimes as learning opportunities. For instance, she encourages children to cut up their own bananas. Children name the colours of the fruit provided and work out which ones are the smallest and biggest.
- Children's language skills are supported at a very high level. They respond well to what the childminder says and shows them, displaying high levels of engagement. In conversations with children, the childminder naturally uses the correct versions of the words that they are trying out for the first time. She reinforces their increasing knowledge of core and new words by sharing a variety of stories and by singing songs. Children are keen to describe what they see in the pictures as they look at books. They laugh as they sing along, copying the movements to each rhyme and song chosen. As a result, children's use of language, given their age and stage of development, is advanced.
- Working partnerships with parents are positive and well established. Parents value her service highly, commenting on the homely feel and the exciting range of activities available. The childminder shares with parents what she does with the children daily. She offers them accurate information about their children's ongoing learning and development.
- The childminder is extremely experienced and clearly passionate about her work. She consistently demonstrates high-quality teaching, helping to improve the learning outcomes for children. She is deeply reflective about what she does, regularly looking for ways to widen her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places utmost importance on safeguarding children. She is aware of the signs and symptoms of abuse and neglect. She has a detailed knowledge of her local safeguarding procedures. She completes safeguarding training regularly to ensure that her knowledge remains up to date. She has included courses looking at wider aspects of safeguarding, such as the 'Prevent' duty and the dangers of having extreme views. Her home and garden are securely maintained, helping to keep children safe from harm. She looks very carefully at risks during play activities and routines. This helps to keep potential hazards at bay.

Setting details

Unique reference number	EY434160
Local authority	Leeds
Inspection number	10117528
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 November 2015

Information about this early years setting

The childminder registered in 2011 and lives in Alwoodley, Leeds. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lois Wiseman

Inspection activities

- The childminder explained to the inspector how she organises her provision and supports children's learning.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation and checked evidence of the suitability of the childminder and adult members of the household.
- The inspector took account of the views of parents through written feedback provided.

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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