

Childminder report

Inspection date:

9 September 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 are extremely happy, and they engage in activities for extended periods of time. They confidently express their own views and know that they have choices. Children demonstrate positive attitudes and self-belief. They recognise their own achievements, saying, 'This was a good idea!' The childminder has created a calm and inspiring environment where children feel safe and have a sense of belonging. The childminder's curriculum focuses on independence, communication and language. These are embedded in all areas of practice.

The childminder recognises individuality and has high expectations for all children. She creates and adapts activities that ignite children's learning. For example, during water play activities, children are enthralled as they explore pouring and measuring. Children are able to use their physical skills and practise using pipettes. They demonstrate superb communication and language skills and learn new vocabulary such as 'capacity' and 'overflow'. The childminder reiterates the children's emerging language. She repeats words clearly so that children hear the correct sound and can develop accuracy.

The childminder uses every opportunity to enhance children's learning. She asks questions that extend children's thinking. For instance, 'What do you think?' and 'How might we get it out?' As a result, children feel valued. They show high levels of understanding as they explain their ideas. Children revisit concepts so that they can remember what they have learned and practise until their learning is secure.

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

- The childminder introduces resources and real items into children's play. These include items such as an extensive variety of hats, shoes and other role play equipment. Children show excellent creative skills as they pretend to be doctors, using medical equipment, such as a stethoscope. Children have time and space to think, reflect and enjoy their role-play. The childminder builds on children's understanding about people in the community. This helps children to develop their knowledge of the wider world.
- Children make regular visits to the allotment. They talk enthusiastically about sowing seeds and caring for them as these grow into vegetables. The childminder creates photo books about the allotment, trips out and children's families. These promote belonging and give children things to talk about. Children remember experiences and delight in talking about their families.
- Children make daily visits to school, and the childminder shares information so that transitions are smooth. Children spend time outside each day. The childminder prepares the outdoor area with fascinating activities and objects for children to find and explore. Children are enchanted when they find 'fairies'

among the flower border. They squat down and use their emerging language as they play.

- The childminder supports healthy lifestyles. Children wash their hands before eating and chop their own fruit at snack time. The childminder gives a safety talk before children use knives so that they know what is expected. She reminds children to say 'please' and 'thank you' and makes adaptations so that all children are included and can achieve. The childminder wants children to become independent and learn more about what they eat. She recognises that preparing and growing food helps children to try a wide range of foods. Children discuss saving the peel to make soil for the worms, and the childminder helps them to recall the word 'compost'.
- The childminder works closely with other childminders. They share good practice and mentor each other. The childminder has many professional interests. She has a programme of continuous professional development and continually reflects on her excellent practice.
- The childminder has developed excellent partnerships with parents so that information flows freely between setting and home. The childminder monitors each child's progress. She chooses to make formal progress checks and plans. She listens to parents and shares information sensitively in daily conversations and through an app. Parents say that this is 'amazing childcare' and that their children are making excellent progress. Parents say that their children 'love it' at the childminder's home and that they experience lots of days out and learn to socialise. Parents say that the childminder is always approachable and supportive. Parents particularly appreciate the daily updates and visits to the allotment.

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	EY437769
Local authority	Leeds
Inspection number	10351547
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	0 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder lives in the East Ardsley area of Wakefield. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the areas used and explained how the provision is organised.
- The inspector held a number of discussions with the childminder. The childminder explained how she delivers the Early Years Foundation Stage curriculum.
- The inspector looked at relevant documentation.
- The inspector observed interactions between children and the childminder.
- The inspector observed planned activities and free play, both inside and outside.
- The inspector read written feedback from parents and took account of their views.

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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