

Childminder report

Inspection date: 15 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder is dedicated to giving children the best possible start in their education journey. She works tirelessly to keep her knowledge up to date and enhance her practice further. The childminder focuses her curriculum on children developing their communication skills, independence and being ready for school. Children make progress that is far more than expected for their age in this setting. They are extremely confident and have high levels of self-esteem. Even very young children confidently chat to the inspector and tell her their names and ages. The childminder showers children in praise at every opportunity. She tells children what they have done well, such as concentrating. This helps children to know and understand what they have done well.

The childminder provides children with rich and interesting learning experiences. These include first-hand practical experiences outdoors in the garden and on outings in the local community. Children learn about different cultural events and festivals in a meaningful and age-appropriate way. They also benefit from a vast range of visits that help to extend their social skills, experiences and understanding of the world around them. Children listen closely and respond positively to the childminder's sensitive direction and guidance. The childminder carefully teaches children how to behave and helps them to think about what to do if a problem arises. She uses stories and props to help children to understand how they are feeling. This sensitive support leads to children who are highly motivated and keen to learn.

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

- The childminder places a huge emphasis on helping children to settle in and feel at home in her setting. She visits children at home to help to get to know them and their families. Parents are invited to accompany their children with the childminder to groups in the local community. This results in extremely settled children, who are ready to learn.
- The childminder skilfully plans activities that she knows will engage and interest children. She has an excellent understanding of how young children learn. The childminder's detailed and thorough knowledge of each child supports her to provide a curriculum that is carefully designed to move their learning forward.
- Children feel secure to make choices and decisions about their play. The childminder listens to children with interest, who know that she values their opinions. She balances this with predictable routines, which children understand and help them to know what to expect. For instance, children happily tidy up along to a familiar song. Children's behaviour is excellent.
- The childminder expertly extends children's vocabulary and language skills. Children respond well to the musical and singing activities that the childminder

embeds into their everyday experiences to develop their language. She engages children in constant conversations and asks thoughtful questions throughout the day. Children become very articulate communicators.

- The childminder carefully supports children's play to build on their previous learning. For example, when children play with dough, she adapts her practice to take account of what individual children need to learn next. For example, she encourages younger children to recall their previous learning about a story of a hungry caterpillar and older children to extend their understanding of size.
- The childminder develops children's early mathematical skills exceptionally well. She supports children to remember and build on prior concepts they have learned. For example, when children sing number songs with props, the childminder encourages younger to order numbers up to 10. She supports older children to predict which number is next and solve number problems. Children use mathematical language as they play, such as commenting on the 'long' and 'thin' shapes they make with dough.
- The childminder reflects on children's learning every day. She adapts her practice to reinforce children's learning, including for those children with gaps in their development. The childminder knows when to engage other professionals for specialist support, such as speech and language therapy.
- The childminder has a strong understanding of the importance of children developing their home languages alongside English. She teaches all children sign language and recognises the value of learning key words in children's home languages. The childminder encourages children to understand and respect each other's differences, such as by tasting different food during their friend's celebrations.
- The childminder is mindful of the skills children will need for school. She encourages children to develop their independence at every opportunity. Children confidently hang their coats up on small pegs and put their shoes on a rack. Younger children very competently wash their hands and feed themselves.
- The childminder engages in a wealth of training, such as an early years professional development programme. The childminder uses the knowledge she gains to support children to make outstanding progress, especially in their mathematical knowledge and communication skills.
- Strategies to engage parents are very effective. Parents are delighted that their children attend this setting. The childminder involves parents in their children's learning constantly. For example, she invites parents to collaborate on their children's progress checks, sends resources and ideas for children's learning at home and gives them information, such as about their children's current patterns of play.

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	EY438788
Local authority	Leeds
Inspection number	10354860
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	8 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Roundhay, Leeds. She operates all year round, from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their written views with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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