

Childminder report

Inspection date:

15 November 2023

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 thrive in the care of this highly skilled and knowledgeable childminder. She has an excellent understanding of how young children learn. She provides learning that sparks their curiosity and keeps them engaged. She does this by ensuring that she uses what she knows about children, such as their emerging interests, when planning learning.

The childminder teaches children to share and play alongside each other. She helps them to resolve conflict and to understand others. Children respond well to this as they quickly understand that another child is being helpful or kind and wants to join in with their play. Children have high levels of self-esteem and confidence. They praise themselves, saying, 'I am doing a good job.' The childminder is frequently heard to be using similar language, modelling this praise for children. Children ask for help, and the childminder encourages them to try themselves. Children confidently say, 'Yes I can do it' and often accomplish what they have set out to do themselves.

The childminder is highly effective at supporting children's language and communication development. She repeats back what children say to help them to practise the correct formation of words. She adds on extra words to help them to practise sentence structure. As a result, children make rapid progress in their language and communication skills. They demonstrate the new words that they have learned. For example, as children pretend to take a drink during role play, they say, 'That is refreshing.'

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

- The childminder carefully considers children's prior experiences and skills. She gets to know and understand their needs. She considers how this knowledge can help her to plan experiences for children. For example, she supports children and families to access local libraries to develop their love of books and stories. This further supports children's language development.
- The childminder uses assessment, including the progress check at age two years, to plan learning for children. She ensures that learning challenges children and prepares them for school and later life. She teaches children independence skills and routine hygiene practice. Children put on their own coats and shoes and wash their hands without being asked. They learn about how food fuels our bodies and that sometimes we need rest.
- The childminder introduces mathematical concepts to children during play. She reads 'The Very Hungry Caterpillar' and introduces counting and colours. She teaches children about size and shapes. Later on, children name the colours of the cars and count them as they park them. Children develop a secure

understanding of mathematical concepts.

- The childminder provides many opportunities for children to develop their thinking skills and to solve problems. She shows curiosity as children play. She says, 'Tell me about your ideas' and 'What are you going to use that for?' Children come up with their own ideas and solutions to problems. For example, they decide to put a toy on the paper outside to stop it from blowing in the wind.
- The childminder knows each child very well. She considers how she can plan learning to help them deal with changes in their lives. For example, she helps children to prepare for the arrival of a new sibling. This helps children to develop their emotional resilience and understand their own families.
- The childminder ensures that children understand how they can contribute towards their community. They send cards to the elderly, and children learn about kindness and compassion. She provides real-life experiences, such as using money in the supermarket or a café. These support children to understand the wider world and develop their confidence. She provides a rich set of experiences that children may not otherwise have.
- Parents speak highly of the childminder. They receive support to help them to support their child's learning at home. For example, parents say that the childminder has helped them to manage their children's behaviour in a positive way and understand children's emotional development. The childminder communicates regularly with parents. Partnerships with parents are excellent.
- The childminder evaluates her practice and identifies training that will help her to support children. For example, she has identified additional training to help her to support children with special educational needs and/or disabilities. This ensures that she can support children with emerging needs so that they make good progress alongside their peers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe and protect them from harm. She has an excellent understanding of the possible signs of abuse and harm. She understands and follows the local safeguarding partnership procedures. She undertakes regular safeguarding and child protection training. This ensures that she has current knowledge of safeguarding. In addition, she ensures that the premises are safe and secure by conducting robust risk assessments. She teaches children how to keep themselves safe, such as teaching them about road safety in the community. The childminder is an excellent role model and explains to children about keeping safe and healthy at regular intervals.

Setting details

Unique reference number	EY450466
Local authority	Leeds
Inspection number	10301369
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 January 2018

Information about this early years setting

The childminder registered in 2012 and lives in Guiseley, Leeds. She operates all year round, from 7.30am until 6pm on Mondays and Thursdays, and from 8am until 6pm on Tuesdays and Wednesdays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Aimee Hill

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 premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held discussions with the childminder.
- The inspector viewed comments from several parents during the inspection 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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