

Childminder report

Inspection date: 12 February 2020

Overall effectiveness	Outstanding
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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 love learning in this happy and relaxed environment. The childminder's fun and loving nature puts children at ease and helps them to feel safe and develop secure emotional attachments. The childminder has high expectations. She has an in-depth knowledge of children. Detailed assessments inform precise planning for children's learning, in excellent consultation with parents. Children take part in an impressive range of activities. They excel in their learning and are extremely ready for school.

Children show high levels of independence, focus and motivation. They love stories. The childminder enhances these with visual aids made by herself, such as knitted fruit and vegetables. Older children work collaboratively. They hold the stencil steady outdoors while taking turns to paint water between the holes. They observe the patterns with amazement. Toddlers show awe and wonder while excitedly popping bubbles and making marks with water on paving slabs.

Children confidently follow highly sociable daily routines, made fun through jolly songs. Children's behaviour is exemplary and they eagerly help with tasks. They thrive on the praise that they receive for doing an excellent job of tidying up or clearing away utensils. The childminder suggests using the sand timer to take turns during a craft activity, to which older children cry out, 'Sharing is caring!'

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

- Children are deeply engaged. They recall the previous inspiring activities and first-hand experiences. These are displayed all around the stimulating playroom and in many photograph booklets, sited in the reading area.
- Children take part in excellent outings. For example, they pick pumpkins and visit the pharmacy, fire station, farms and attractions housing a variety of creatures. This leads to exciting follow-up activities related to life cycles.
- The childminder's level of training, excellent self-reflection and ongoing professional development have a positive impact on her teaching. She motivates toddlers and supports the development of their language, mathematics and physical skills. The childminder continually talks about what she and the children are doing. She encourages toddlers to stretch up high to pop bubbles, counts the bubbles and highlights which are big and small.
- Visits from emergency and army personnel help children to learn about and respect those who help us. Furthermore, they help children to learn about dangers and staying safe.
- Children develop exceptional early physical skills. Toddlers develop small-muscle strength, for instance while using cutlery or a paintbrush. The childminder points out the prints that toddlers make as they pat their painted hands on paper.

Older children use their name card to label their pictures and they competently use tools such as scissors and safety knives.

- Children listen intently to the childminder's engaging stories and songs. Older children finish sentences and toddlers excitedly use puppets. Children enthusiastically join in with actions, such as 'zooming' to the moon in their spaceship. Excellent initiatives encourage parents to support a love of reading at home.
- The childminder attends training and, together with parents, covers topics to promote healthy living. Children are given a dentist pack and passport, which the dentist stamps when they visit. Children create their own 'cook book'. This reflects a breadth of activities and outings linked to healthy eating.
- Parents share extensive information about their child. Consequently, the childminder supports children's individual needs and emotional well-being from the moment they start settling in. For example, parents record their children's interests on a planning board. They and the childminder continually review this to highlight new achievements and interests, and to identify next steps.
- Children learn to be kind and caring citizens. They recycle items, support food banks and take hampers to the local centre for the elderly. The resources and images, including posters and family photograph booklets, help children to learn that everyone is unique. Children take part in excellent activities linked to their own and others' special events or celebrations.
- Parents receive termly progress reports and contribute ideas to particular themes or topics. They take learning packs and activity ideas home. This helps to support, for instance, children's skills in mathematics and literacy. Parents constantly provide feedback.

Safeguarding

The arrangements for safeguarding are effective.

The childminder closely supervises toddlers and stringently follows comprehensive safeguarding policies and procedures. She has completed a whole host of safeguarding training, which she regularly refreshes. She thoroughly understands possible indicators of abuse and reporting procedures. These are displayed inside a cupboard in the playroom for prompt access. The childminder helps to keep a very safe and secure environment to minimise accidents. Parents are given information about safe practices, such as fire safety. Assistants are well supported. They undertake key training to help them promote children's welfare, such as first-aid and child protection training.

Setting details

Unique reference number	EY475750
Local authority	Leeds
Inspection number	10117566
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	18
Date of previous inspection	2 September 2014

Information about this early years setting

The childminder registered in 2014. She works with another childminder from her co-childminder's home in the Rothwell area of Leeds. They also work, at times, with an assistant. The childminder operates Monday to Thursday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed areas used for childcare purposes. She observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with children during the inspection.
- The childminder and the inspector held discussions at appropriate times during the inspection.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector viewed a range of documents. She sampled children's records of learning, planning documents, training certificates and evidence of the suitability of persons living or working in the household.
- The inspector viewed written feedback from parents.

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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