

Childminder report

Inspection date: 22 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and safe and enjoy their time with this attentive childminder. The childminder has high expectations of children's behaviour and is a good role model. Children learn to say 'please' and 'thank you', and their behaviour is good. They explore the local community on daily outings. Children visit the library, parks and walk along forest trails. They learn about nature and how to care for injured birds and animals that they find on their walks. Children learn about the world around them.

Children feel relaxed in the company of the childminder. They know and follow the routines of the day. Children make good progress, particularly with their personal and social skills. The childminder supports children from being dependent to becoming independent learners. Children help to make lunch and carefully carry their food to the table. They learn how to put their coats and shoes on, wash their hands and feed themselves. This helps to prepare children for their move on to school.

Children actively explore the resources. The childminder enthusiastically joins in as they race their cars along the floor. Children take delight and cheer when they win the race. Children learn new words as they play. For example, the childminder talks to the children about needing a 'mechanic' to fix the car engine. Children become confident speakers.

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

- The childminder has a very clear overview of what children need to learn and how to support their developing needs. The curriculum builds on what children know and can do. The childminder evaluates and reflects on activities. She identifies what went well and areas to develop. Children become confident learners and make independent choices.
- The childminder plans meaningful activities around children's interests. Children are curious and become involved in their learning. For example, they learn how to make play dough. Children show high levels of concentration.
- The childminder has a robust system in place for new starters. She collects comprehensive information about children before they start, including any allergies and medication needs. This helps to ensure that the children are safe and settle quickly.
- The childminder speaks with parents to find out what children know and can do. She then builds on this to support children's next steps in learning. Children form strong relationships with the childminder. They are confident to share their views with her.
- Children's physical skills are well promoted. They are very active and have space

to run and play with balls. Children have many opportunities to develop their fine motor skills. They make marks with different tools, such as sticks, different-sized pens and pencils, and enjoy play-dough activities. Children develop the strength in their fingers that support early writing skills.

- The childminder supports children's language development extremely well. The childminder talks through her actions and comments on what children are doing. She introduces new words, such as 'scoop' and 'squishy', and uses these repeatedly. Children hear the new words in context and begin to use them in their play.
- The childminder uses mathematical language throughout children's play. For example, she models counting out the scoops of flour to make play dough. The childminder uses the language of size to describe objects and children then use this in their play. For example, children comment that they have 'the big car'. Children gain a good understanding of number names and size.
- Some of the children are starting to read single words, however the childminder has not considered how to further build on this learning. For example, during cooking activities they added the ingredients, as instructed by the childminder, rather than following a recipe.
- Parents are very complimentary of the childminder and describe her as 'exceptional' and 'amazing'. They comment about the fun activities their children take part in. Parents say their children are eager to spend time with the childminder. They are confident to raise any concerns and feel well informed. Parents comment their children are more confident and make good progress in their language development.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. The childminder makes regular risk assessments to ensure that the premises, including outdoors, are safe for children to explore. She carries out visual risk assessments constantly when on outings. These are shared with children to give them an understanding of how to keep themselves safe. The childminder ensures that she carries a first-aid kit on all outings and is trained in paediatric first aid. The childminder has a good understanding of the signs and symptoms of abuse and how and when to refer to outside agencies. She is clear about the process to follow should there be an allegation about herself or any family member.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide more opportunities to build on children's skills in using and recognising words and numerals, in different contexts in their learning.

Setting details

Unique reference number	2592290
Local authority	Leeds
Inspection number	10277561
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	3 to 10
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Leeds. She holds an appropriate childminding qualification. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Miriam Caldecott

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documents 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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