

Childminder report

Inspection date: 13 January 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

The childminder creates a calm and welcoming space for children to play. Confident and happy children talk to the childminder and friends about the day. They ask the childminder to read stories and bring their teddy bear and dolly to listen too. Children ask to play 'Ring-a-roses', laughing together as they 'all fall down'.

Children are very independent. They put on their wellies and coats, ready for the daily walk to the green. They hold each other's hands as they listen and look for cars before crossing the road. At the green, they run to the apple tree, picking apples for eating or printing. Children visit their 'focus tree' to see how it is changing in the seasons. They listen for sounds and hear the wind in the branches, and laugh as they hear a monkey. Children find 'stick man', similar to the story, and say how many sticks they need to make a family.

Children listen to the childminder. They play instruments and sing 'Humpty Dumpty'. Children excitedly wait for their turn to knock 'Humpty Dumpty' off the wall. Parents compliment how many new words their children learn, such as balancing. They love the home-from-home feeling that the childminder nurtures.

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

- The childminder's focus for learning is taken from children's interests. She adapts her planning 'in the moment' to extend their learning and understanding.
- Resources link with the world around children. For example, wooden blocks show pictures of supermarkets, homes and children. Children use these to create role play and explain their feelings.
- Children are very well behaved. They show respect and kindness to each other, such as giving tickles to help others to smile. Children are learning right from wrong. They say sorry when accidents happen.
- There is a love of stories at the childminder's home. A wide variety of books are available and children read these alone or with the childminder. However, the childminder has not thought through how children's interest in early literacy can be further developed and extended with their families at home.
- The childminder uses questions to extend children's knowledge and understanding. While older children answer and give correct responses, the younger children repeat words and phrases they hear.
- Group activities follow a theme and are shared with parents. The activities involve songs, such as 'Humpty Dumpty' and mathematics such as counting the eggs. The childminder includes all children and they engage well. She uses instruments, so that all children can take part in their own way.
- Parents are highly complimentary about the childminder. They comment on the bonds made and the progress in children's communication skills. Parents

comment on the new words children learn and share at home.

- Children are very confident and expressive. They share stories with the childminder, visitors and friends. They say they love playing hide and seek, and drawing pictures, such as a camel in orange and purple.
- Children follow the daily routines. For example, older children take part in tidying up when the song plays. However, the childminder has not explored how younger children can also take part, to further enhance their learning.
- The childminder enjoys bringing nature into learning. Children listen to the weather, such as wind through the branches of a tree. The childminder points out weather changes, such as a rainbow. On walks, children point to birds and look through binoculars as they fly away.
- Partnerships with parents are strong, overall. The childminder communicates through an app and in person. She sends home activities to try with children. Children bring photos from home. They share special events, such as weddings attended.
- The childminder has a clear vision about children's next steps. She uses the indoor and outdoor environments to enhance their learning experiences. The childminder is eager for children to have skills ready for school.
- Children begin to understand that they are unique. For instance, they experience cultures and festivals and practise counting in Swahili. Children dress up in clothes used at different festivals or events. When children find shells in their pockets, they share memories about going to the beach. They say which family members took them and what they did.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about how to keep children safe. She is aware of safeguarding signs and symptoms, such as neglect and county lines. The childminder teaches children how to keep themselves safe. Road safety is embedded in the children, including how to cross the road and walk on the pavements. The childminder prioritises the safety of children. She knows the action to take if there is an allegation about an assistant. The childminder has created a safe environment at her home. Children feel secure and confident to talk to the childminder about their feelings.

What does the setting need to do to improve?

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

- strengthen partnerships with parents further to deepen children's interest in learning literacy at home
- implement more ways to enable younger children to focus and participate in a variety of daily routines, to extend their learning further.

Setting details

Unique reference number	2613122
Local authority	Leeds
Inspection number	10264311
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	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wakefield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She is in receipt of early education funding for 3-year-old children. The childminder employs an assistant who works with her at various times.

Information about this inspection

Inspector
Laura Fay Muranka

Inspection activities

- This was the first routine inspection the provider 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 spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting 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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