

Childminder report

Inspection date: 26 April 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's happiness is at the heart of all that this kind and caring childminder does. The childminder's sensitive and nurturing approach helps to promote positive attachments and superbly supports children's well-being. This gives children the confidence and freedom to explore, learn and discover. Children excitedly tell the inspector about their time here, animatedly showcasing their secret spy maps and proudly demonstrating their gymnastic skills.

Children form wonderful friendships. The childminder acts as a delightful role model and the atmosphere is one of harmony and respect. Children are encouraged to play cooperatively, take turns and respect one another's thoughts and feelings. They kindly help each other with small tasks such as setting the table before mealtimes.

Children display positive attitudes to learning. They benefit from activities which are carefully planned based on their interests and show pride in their achievements. Furthermore, children are encouraged to be independent. For instance, they butter toast and self-serve healthy and nutritious meals. The childminder encourages children to attempt tasks first before sensitively suggesting strategies to help, such as how to hold scissors correctly. At every opportunity, children are well prepared for their next stage of learning and moving on to school.

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

- The childminder plans an ambitious curriculum which helps children to make good levels of progress. The childminder is clear about what she intends children to learn and skilfully makes the most of opportunities to extend children's knowledge. For example, she talks to them about rhyming words and skilfully introduces mathematical concepts and models counting during play. This helps children to progress well in all areas of their development.
- The childminder's enthusiasm for storytelling positively influences children's love of reading. They listen intently to stories about places around the world. Books are carefully chosen to extend learning. For example, children hear stories about the upcoming King's Coronation celebrations and read books that link in with their learning at other settings they attend. Regular trips to the library help to develop children's early literacy skills.
- Children benefit from a breadth of interesting experiences. For instance, they learn about the world around them while visiting parks and going on nature trails. They regularly attend planned sessions to promote early language development. Furthermore, children have varied opportunities for socialising with other children at playgroups and days out with other childminders in the area.

- Children are well supported to develop a good understanding of their own personal safety. For example, the childminder teaches them how to stay safe while crossing roads. Children learn about the importance of oral hygiene as they role play being dentists and confidently talk about how different foods make their bones strong. Furthermore, the childminder teaches older children how to stay safe, should they use the internet and digital technology at home.
- Parents and carers speak positively about the kind and nurturing childminder who they say they 'would recommend without hesitation'. The childminder keeps parents informed about children's activities through daily conversation and the setting's 'app'. However, she does not yet consistently share helpful information about how parents can help to challenge children further and maximise learning at home.
- Partnerships with other professionals are effective. The childminder has developed good relationships with staff at other settings that children attend. For example, she plans activities which complement children's learning such as recognising letters and writing their name. This helps to promote continuity and enhances opportunities for children's development.
- The dedicated childminder regularly completes sharply focused training. This helps to develop her knowledge and skills and further enhance her practice. For example, she recently completed communication and language training and placed a greater emphasis on developing children's vocabulary and singing more nursery rhymes.
- Overall, the childminder uses some ways to evaluate the quality of her provision. For instance, she uses her assessments of what children know and can do to identify gaps in learning to help plan for new resources and future activities. However, she does not yet make the most of rigorous self-evaluation and parent views to identify strengths and weaknesses to improve the quality of her practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep her safeguarding knowledge up to date. She can confidently talk about a range of safeguarding issues that may impact on children, such as signs of abuse, county lines and radicalisation. The childminder is clear about the correct procedures to follow and who to contact should she have any concerns about a child's welfare. This timely action helps to keep children safe. Children are well supervised. The childminder carries out daily checks of the clean and tidy premises and the garden area. This helps to minimise any risks or hazards to children's health.

What does the setting need to do to improve?

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

- share more information with parents to support children's development further at home
- develop the use of self-evaluation to identify strengths and weaknesses in practice to further raise the quality of the provision.

Setting details

Unique reference number	2614884
Local authority	Leeds
Inspection number	10276052
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Leeds, West Yorkshire. The childminder operates all year round, from Monday to Thursday, except for family holidays and bank holidays. Operating times are 7.15am to 5.30pm.

Information about this inspection

Inspector

Jessica Copland

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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