

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 are very happy and settled. They confidently move around the home and have secure emotional attachments to the loving and nurturing childminder. This helps them to feel safe and secure. Children thoroughly enjoy the childminder's warm, enthusiastic and positive interactions as she engages in activities alongside them. For example, they look at favourite books together, engage in pretend play with dolls, and make marks on the paving flags during water play.

Children make good progress in their learning. Older children focus well and are keen to learn new skills in readiness for their forthcoming move on to nursery school. For example, they show great perseverance and determination as they attempt to fasten the zip on their coat. Children thrive and develop a sense of achievement as the childminder praises them for their efforts. Older children develop early mathematical skills. For example, they learn to recognise numbers while completing floor puzzles.

Children behave well. Toddlers play alongside their older peers, imitating their play and their own experiences. For example, they attempt to put a nappy on the doll and give it a bottle of milk. Toddlers learn to share. For example, they take turns to lift the flap in the book to discover which insect might be hiding underneath.

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

- The childminder, overall, plans very effective, broad and challenging educational programmes. She targets younger children's physical, social and language skills, building essential foundations for their future learning. However, the childminder does not always provide activities and resources that build on younger children's stage of play and interests to the highest level as they explore freely.
- The childminder enriches her curriculum for children through a wealth of exciting outings. This helps them to experience the world around them, gain a wealth of new knowledge and benefit from fresh air and exercise. For example, children visit parks, soft-play centres, the farm, bird and flower gardens and tropical worlds. The childminder encourages older children to recall what they saw when they went pond dipping, such as the water boatman insect.
- The childminder knows the children in her care extremely well. This stems from effective settling-in arrangements, strong partnerships and information-sharing with other settings and parents, and continuous assessments of children's progress.
- The childminder shares detailed information and photos with parents about their children's daily care routines and what they have been learning. She works in close consultation with parents to identify children's next steps in learning. The childminder shares ideas and activities for children's learning at home, such as

those that help to support children's early language. This helps to promote a consistent approach to children's care and learning. Parents' feedback is highly complimentary.

- The childminder effectively builds on children's early speech. For example, children visit the library and have ready access to books and stories, which they love listening to. The childminder spontaneously sings songs and provides a rich narrative and new vocabulary as children play and during care routines.
- The childminder helps children to learn about difference in some ways. For example, she plans activities around multicultural celebrations. However, the childminder does not fully consider how she can broaden children's opportunities to learn about what makes them unique and the diversity of the world in which they live.
- Children have ample opportunities to develop their small-muscle strength. This helps to prepare them for early writing. For example, toddlers hold chunky paintbrushes. They pour water from one container to the other and use their pincer grasp to pick up fresh fruit and salad items. Older children copy marks which the childminder makes with water, such as a circle. They operate the tricky pump-action nozzle on a bottle to squirt water.
- The childminder effectively promotes children's physical well-being and understanding of living a healthy lifestyle. For example, children thoroughly enjoy healthy snacks and hearty home-made meals, such as lasagne. The childminder introduces songs and stories linked to good oral health.
- The childminder reflects on, and improves, certain aspects of her practice. However, she does not make the most of continued professional development to strengthen teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding training and accesses safeguarding information from a variety of sources to increase her knowledge and keep up to date with changes. She can identify the possible indicators of abuse and understands how to report any concerns of a child protection nature. This helps to keep children safe from harm. The childminder secures young children in a high chair, enabling them to develop their independence skills, such as feeding themselves, safely. The childminder closely supervises children as they move around the home to play. She holds toddler's hands as they learn to negotiate the steps in the garden up to the playhouse.

What does the setting need to do to improve?

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

- plan and adapt the curriculum more precisely to take greater account of the

interests and stage of learning of children under the age of two years

- expand on children's opportunities to learn about people, families and communities beyond their own and what makes them unique
- extend systems for reflecting on practice and identifying continued professional development, in order to raise teaching and learning to the highest level.

Setting details

Unique reference number	2620782
Local authority	Leeds
Inspection number	10280849
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 5
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the Calverley area of Leeds. The childminder operates all year round, from 7.20am to 5.30pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Ayo

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 childminder.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors and outdoors.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. She held discussions with the childminder to understand how she organises the early years provision and curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children and viewed written feedback from parents.
- The inspector looked at relevant documents, including evidence of training.

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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