

Childminder report

Inspection date: 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 settled within this home-from-home setting. Children demonstrate they feel comfortable with the childminder and will sit on her knee to read a story. Children play in a well-planned playroom which has a range of resources to support children's learning. The childminder knows the children very well. She plans a range of activities to support children's next steps based around their interests. This ensures that children make good progress.

The childminder has a sharp focus on ensuring that children gain independence skills. Children are taught to take responsibility for themselves. For example, children help themselves to cutlery from the drawer. After meals and snacks, they empty any rubbish into the bin and ensure that they put their plates in the sink. Children are also supported to clear up any spillages with a paper towel. This gives children a sense of pride while supporting them with their next stage of learning, such as school.

The childminder has high expectations for children's behaviour. She ensures that children learn that helping one another is the kind thing to do. For example, a child holds out their hand for another child to help pull them up off the floor. Children behave exceptionally well. They are keen to take on small responsibilities, such as tidying away and getting ready for snack. Their efforts are rewarded with praise. Children demonstrate confidence when talking to adults and children and show very positive attitudes to their play and learning. This means that children feel safe and secure.

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

- The childminder has a secure understanding of child development. She uses her professional knowledge to identify if children are not meeting expected milestones. The childminder works with parents to ensure that referrals are made to external agencies. This means children and families can get additional support where required.
- Children have access to a large outdoor play area with a range of cars and ride-on toys. There is also a climbing frame which supports the development of children's physical skills. The childminder immerses herself in children's play as they pretend to rescue cats out of trees. They recap how many cats they have 'saved' so far. This sparks children's imagination and interest while developing their language and mathematical skills.
- The childminder plans activities to support children's individual learning and next steps. Children take part in a water play activity to support their understanding of early mathematical concepts. Children enjoy pouring water and using different sized jugs. However, opportunities to develop children's knowledge and use of

mathematical vocabulary during activities and everyday learning are sometimes overlooked.

- The childminder supports the development of children's social skills exceptionally well. She has taught the children to take turns with resources. Any incidents of children struggling to share is handled extremely well. The childminder provides children with options and calmly explains that they need to wait until another child has finished. This provides children with ownership of their actions.
- Children's communication and language skills are well supported. The childminder uses lots of opportunities to read stories to children and allows them to take turns in choosing a story. During a story, the childminder talks about what the word 'overwhelmed' means. This supports children's language skills and allows them to begin to explore feelings they may have.
- The childminder works hard to ensure that children are aware of other children. For example, she reads a story about a variety of disabilities and talks about these in a way which is appropriate to children's age. For example, she explains that some people use their hands to communicate and this is called sign language. This supports children's understanding of people around them.
- Parents are happy with the care and education that is provided. They are kept up to date with their child's development through an online app. Parents feel their children are making good progress.
- The childminder demonstrates a genuine enjoyment for her work. She works alongside a co-childminder in their home. She reviews her own practice and that of her co-childminder to determine where improvements can be made. She has completed a number of online courses which support her ongoing professional development and ensures that her knowledge remains up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms which may suggest a child is at risk of harm or abuse. She has a secure understanding of the referral process. The childminder can provide a number of examples of what might cause her to be concerned about her colleague. She is aware of what she would need to do in the event of a concern. The childminder is familiar with wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. She has completed recent safeguarding training to ensure that her knowledge remains up to date. The childminder knows how to keep children safe within the home.

What does the setting need to do to improve?

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

- take every opportunity to plan activities and learning that further develops children's knowledge and use of mathematical vocabulary.

Setting details

Unique reference number	2621001
Local authority	Leeds
Inspection number	10260093
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 2
Total number of places	3
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. She operates from Monday to Thursday, from 7.30am to 5pm, all year round, except for bank holidays and family holidays. She has an appropriate childcare qualification at level 3. The childminder works alongside her mother who is also a registered childminder.

Information about this inspection

Inspector

Amy Whiting

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their 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.
- The inspector observed the interactions between the childminder and children.
- 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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