

Childminder report

Inspection date: 13 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 warmly welcomed in this setting and form strong bonds with the childminder. They enjoy her company and are happy in the environment. The childminder is attentive to children's needs and closely supports their well-being. Children demonstrate that they feel safe as they explore the welcoming environment with ease and motivation. The childminder plans and rotates resources according to children's next steps in learning. Children are encouraged to solve problems. They complete complex jigsaws. Children are praised for persisting and achieving their goals.

Children behave well. They show care for the toys and resources. Children use good manners as they play, saying, please and thank you as they share toys. Children show an awareness of turn taking. The childminder supports children to manage their emotions. She helps them to reflect on how their actions can affect others and supports them to reach a compromise with their friends. Children are reminded of the house rules, such as to walk inside. This helps children to understand the childminder's expectations and boundaries. Children's independence is encouraged. They learn how to take care of their self-care needs, for example washing their hands. Children also like to take care of their indoor environment, such as they use brooms to sweep up.

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

- The childminder has a good understanding of the early years foundation stage. She uses her knowledge to plan an ambitious curriculum. The childminder competently identifies what skills and knowledge children need to learn next. She completes in-depth progress checks for children aged between two and three years, and shares these with parents. Children make good progress across all areas of learning.
- Children learn about cultures different from their own. The childminder provides resources that reflect the diversity of the wider community. For example, she provides a range of figures that depict different cultures. The childminder teaches children about various festivals from around the world. She gathers information about children's home lives and shares information about hers. This supports children to embrace their cultures and respect others.
- Children bring mathematical language into their play. For example, children use words, such as 'long' and 'short', as they paint pictures with spaghetti. The childminder introduces counting in everyday routines and play. For instance, children count the grapes and blueberries at snack time.
- The childminder plans daily outdoor play to develop children's physical skills. Children visit parks and local woodlands, where they are taught to manage risks as they climb equipment and learn about road safety on their walk. This helps

children to develop their resilience and confidence.

- Children learn about oral health and healthy eating. The childminder provides children with fresh fruit for snack and home-cooked meals. She explains to children how to brush their teeth using a model of a mouth and a toothbrush. The childminder engages older children in a conversation about visits to the dentist and supports toddlers to hold the toothbrush correctly.
- The childminder engages in conversations and sings songs with children, promoting their communication and language. Children develop a love of books, which the childminder encourages through her focus stories. They are encouraged to join in with the repetitive phrases from their favourite books.
- Children access a wide and appealing range of resources and prepared activities. They happily select their own resources and become engrossed in purposeful play. However, occasionally, the childminder moves children very quickly between activities. At times, children do not always have time to fully explore activities before the childminder moves them on to the next one. This means that children do not consistently have time to become deeply involved in their learning.
- Partnerships with parents are strong. The childminder asks parents for feedback and uses it to reflect on and improve her setting. Parents feel the childminder goes above and beyond to ensure that their children's needs are well met.
- The childminder keeps up to date with all mandatory training and takes opportunities to continue her professional development. For example, she takes part in online training and watches webinars to keep herself up to date with child development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of all aspects of safeguarding, including extremism. She fully understands her roles and responsibility in protecting children from harm. The childminder confidently describes the process she would follow if she had concerns about children's welfare, including how to make a referral. She knows the procedures that she must follow, should there be an allegation made against her or a household member. The childminder is vigilant to ensure that children play in a safe and secure environment. When on outings, she demonstrates effective ongoing risk assessments.

What does the setting need to do to improve?

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

- ensure that children have time to fully explore activities, to be able to become deeply involved in their learning.

Setting details

Unique reference number	2624652
Local authority	Leeds
Inspection number	10280874
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Leeds, West Yorkshire. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year old children.

Information about this inspection

Inspector

Julie Dent

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 childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector read written feedback from parents to gather their views.

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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