

Childminder report

Inspection date:

6 November 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are cared for in a warm and welcoming environment. The childminder works seamlessly with her co-childminder and assistant to maintain children's safety and promote their learning. Information is continually shared and exchanged between the childminder and her colleagues. This enables her to plan interesting experiences to build on each child's prior knowledge and skills. The childminder supports children's listening, attention and communication skills through a sensitive approach and fun-based songs. For example, during singing, children laugh as they follow the childminder's instructions to sit, jump and touch their heads. Children are also encouraged to identify the child sitting next to them during a 'welcome time' song. This helps new children to feel welcome as their peers learn their name.

Children's good health is actively promoted. Ideas for healthier options in children's lunches and the introduction of a fruit circle time have helped to improve children's eating habits. Parents confirm the positive impact this has on their children as they have been encouraged to eat a wider range of fruit and vegetables. Children are encouraged to drink milk or water only to support their well-being. Parents explain how their children will now refuse juice and request water because it is healthier for them. They attribute this directly to the childminder's positive influence. The childminder has recently implemented a 'well done' achievement award to share children's achievements with parents. This helps to boost children's self-esteem.

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

- Children are warmly greeted when they arrive, which helps them to feel safe and secure. The childminder, the co-childminder and the assistant work around each other to enable children to make their own choices. For example, as more children request to go outside, the assistant readily agrees to accompany the co-childminder so that children can do this. The childminder stays with the children who wish to remain inside. This allows children to have uninterrupted time to play and explore.
- Parents confirm that the childminder incorporates children's interests into their play to support their ongoing learning. They explain how the secure online system that was introduced by the childminder provides them with vital information about their children's care and learning experiences.
- Children are encouraged to develop core skills in preparation for their future learning. The childminder talks to children as they play, supporting back and forth conversations. When asking a question, she allows children the time to think and respond with their own thoughts.
- Daily story and singing times provide children with further opportunities to hear lots of language. The childminder is skilled at re-engaging children when they

begin to lose focus in the story. For example, she asks children by name to count how many radishes are in the story. Children not only develop their communication but also their counting skills as they are encouraged to become more actively involved.

- While the childminder has identified independence as a key skill for children to develop, this is not consistently promoted by everyone. Children are encouraged to be independent with their toileting and feeding themselves. However, at other times, the childminder and her colleagues do things for the children, like wiping their hands and faces after eating and wiping their noses.
- Children learn to follow instructions when making play dough. They also develop the muscles in their hands and fingers as they manipulate the play dough into different shapes. Children use their imagination as they talk about making lots of peas, while others confirm they are making worms.
- Children are continually supervised because the childminder and her colleagues deploy themselves well. Lunchtimes are a social occasion, where the childminder holds simple, informal conversations with children while they are eating. Children's home routines are adhered to. Separate quiet spaces are provided for children so that they can sleep peacefully without distractions.
- Children show an interest when the childminder uses technology to send photos and messages to their parents. The childminder is aware that children often have more access to digital technology or internet-based applications outside of her setting. However, she has not explored how to support children's awareness of how to stay safe when using technology.
- The childminder helps children to learn more about the world in which they live. She supports them to learn about the different places that they have visited when on holiday. Informative displays are then created, enabling the childminder to revisit this information with all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant and ensures that all areas remain safe and secure for children. She oversees the work of her assistant and works with the co-childminder to ensure that children's needs are met and their safety remains assured. Children are constantly supervised, and the childminder encourages them to remain seated while they are eating. The childminder regularly updates her safeguarding knowledge through training. This helps her to understand the different forms of abuse and associated indicators. The childminder is aware of procedures to follow if she has any child protection concerns about a child.

What does the setting need to do to improve?

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

- support children to consistently develop their independence in all areas
- develop how to promote children's awareness of online safety when using technology.

Setting details

Unique reference number	2637421
Local authority	Leeds
Inspection number	10284685
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 8
Total number of places	12
Number of children on roll	25
Date of previous inspection	13 March 2023

Information about this early years setting

The childminder registered in 2021 and works from her co-childminder's address in Leeds. She also works with assistants. The childminder operates all year round, from 8am to 5.30pm, Monday to Thursday, and from 8am to 4.30pm on Fridays, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to the childminder, the co-childminder and the assistant at appropriate times during the inspection.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children learning.
- Parents shared their views of the nursery with the inspector.

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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