

Childminder report

Inspection date: 20 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and secure at this welcoming setting. They form strong bonds with the childminder, who is caring and kind. Children benefit from secure routines and daily opportunities for fresh air and exercise. They learn well about life outside the setting and the wider world around them, such as through regular trips and outings. For example, children learn about plants and the natural world on trips to a local tropical house. They pick pumpkins and learn about animals at a nearby farm.

Children learn to share and develop their social skills through visits to local playgroups. They take turns as they play with jigsaw puzzles and board games. Children's behaviour is good. The childminder praises and encourages children. This helps to raise their confidence and self-esteem. The childminder supports children's growing independence well. For example, children choose what they would like to play with next. They learn to help to tidy away their toys and independently wash their hands. Children show focus and concentration as they explore with floor puzzles and make marks with coloured pencils on paper. They develop their imaginations as they build dens with cushions and blankets. Children are curious and confident to ask for help when they need it.

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

- The childminder knows children well. She continuously monitors and assesses their development in order to identify and narrow any gaps in their learning. The childminder plans stimulating activities and experiences that she knows will interest and challenge children, and cover all areas of learning.
- The childminder supports children's learning well as they play. She models new skills and provides clear instructions. The childminder encourages children to take the lead as they play and make their own decisions.
- Children benefit from rich opportunities to develop their physical skills. They run, balance and climb during trips to local parks and soft-play centres. Children develop coordination and different ways of using their hands, such as they draw pictures and scoop out pumpkins as part of an activity.
- Children learn about nature and the natural world around them. For example, the childminder talks to children about the weather and how rainbows form. Children talk with the childminder about the wildlife within the childminder's enclosed garden.
- The childminder provides strong support for children's developing communication and language skills. She introduces new words and helps to ensure that children hear lots of language, as she talks to them about their play.
- The childminder repeats words back to children. This helps to show them that their contributions are valued and understood. The childminder uses stories and

singing to help embed and extend children's growing vocabularies.

- The childminder weaves strong support for children's mathematical development through play and planned activities. She supports children to learn about shapes and colours. The childminder teaches children to sort and match jigsaw pieces and to sequence them in the correct position.
- The childminder has built good partnerships with parents. She works closely with them to help support their children to learn self-care and toileting skills. Parents have high praise for the childminder. They say their children are happy and settled and enjoy coming to the setting.
- Overall, there are good systems in place for communication. Parents say they feel well informed about their children's day. However, the childminder recognises that systems for sharing information with other providers that children attend are not as well developed.
- The childminder reflects continuously on activities and experiences for children and uses this information to help to plan future support for children's learning. She has experience of caring for children with special educational needs and/or disabilities.
- The childminder keeps her skills up to date through information sharing and networking events. She has a positive attitude towards continuously developing her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is clean, comfortable and secure. She assesses any potential hazards in order to reduce risks for children. The childminder has a good understanding of how to keep children safe. For example, she encourages children to tidy away their toys, so that they do not trip. The childminder teaches children how to use scissors safely. She demonstrates a strong knowledge of safeguarding signs, symptoms and procedures. The childminder knows who to contact should she have a concern about a child and the procedures she must take to keep them safe. She shows a good awareness of a range of aspects of safeguarding. The childminder attends safeguarding training and holds a current first-aid certificate.

What does the setting need to do to improve?

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

- strengthen the systems for sharing information with other providers that children attend, in order to provide more consistent support for children's learning.

Setting details

Unique reference number	2648853
Local authority	Leeds
Inspection number	10305176
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Leeds. She operates all year round, from 9am to 4pm, on Monday and Tuesday, except for bank holidays.

Information about this inspection

Inspector

Julie Foers

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 setting.
- 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. This included evidence about training and suitability of those living on the premises.
- The inspector and childminder reflected on the quality of education during activities and the impact on children's learning.
- The inspector took the views of parents into account.

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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