

Childminder report

Inspection date: 25 June 2024

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

The childminder is friendly and gentle in her approach. Children form strong attachments with the childminder. The childminder supports them with a warm hug when they require reassurance. This helps children to feel safe and secure. The childminder is a positive role model. She reminds children to use their manners and supports them to develop a positive attitude to their learning. Children have access to a rich variety of interesting activities and resources. They demonstrate that they enjoy spending time with the childminder, who supports them to explore freely and select activities that they are interested in. For example, children enjoy creating crowns and making 'ice cream' with water and foam.

The childminder supports children to develop good levels of confidence and independence. Children are proud that they have learned to take off their shoes and put their sun hats into the basket. They confidently select their own snack and skilfully chop strawberries they have harvested from the garden to the right size using safe knives.

Children make good progress in their mathematical development. They learn to count during planned activities. The childminder uses interesting experiences that capture children's imaginations to develop their knowledge, such as filling jugs with water to pour onto guttering. She supports children well in using mathematical language as they play, including words such as 'full', 'heavy' and 'light'. She effectively teaches children strategies to solve problems independently.

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

- The childminder ensures that children are well prepared for their move on to school. She carefully monitors their development and shares regular updates with parents. The childminder reviews children's learning and development to assess whether they are making expected progress. If she identifies gaps in children's development, the childminder quickly puts interventions into place. This ensures that all children make the progress they are capable of for their age and stage of development.
- The childminder helps children to learn about the natural world. Children grow their own herbs, fruit and sunflowers in the garden. They are eager to show the inspector that the sunflowers are growing and to tell her the plants need water to help them to live.
- Children have good communication skills and chat animatedly to the childminder and visitors. Children learn lots of new words and phrases. The childminder introduces new vocabulary into children's play. For example, children listen carefully as the childminder uses phrases such as 'squish, squash, squeeze' to describe their play with dough.

- The childminder provides consistent messages about staying safe. She reminds children that they must sit down to eat so that they do not choke or fall off the bench and that they need to keep their sun hats on to protect them from the sun.
- The childminder takes children on trips into the local area to build their understanding of the world and their confidence in new situations. She meets with local childminders and attends playgroups so that children can meet with other children and develop their social skills. The childminder takes children to local attractions and care homes so that children learn about the wider community.
- Overall, the childminder supports children's behaviour very well. She understands the stages at which children learn and develop the skills needed to manage their own behaviour. She gently offers age-appropriate explanations and reminds children of the rules to follow. However, this is not always delivered consistently to help fully embed her intended learning outcomes for children. As a result, children sometimes receive mixed messages about the expectations of their behaviour.
- The childminder builds very beneficial partnerships with parents. Through regular conversations, parents build an accurate understanding of the progress their children make. Parents value and use the advice offered by the childminder, such as how she has supported them with sleep routines.
- The childminder continues to update and expand her skills and knowledge. She works with other childminders and professionals to pinpoint precisely the training she needs to support children. The childminder has identified she would like to undertake a sign language course to help develop children's language and communication skills so that she is able to promote children's speech and language even more effectively.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the consistency in which learning intentions are implemented that embeds children's understanding of positive behaviour.

Setting details

Unique reference number	2663275
Local authority	Leeds
Inspection number	10347115
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	2 to 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Swinnow area of Leeds. The childminder is open during term time, Monday to Thursday, from 7.30am to 5.30pm, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder occasionally works with an assistant. She provides funded early education for two-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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held a discussion with the childminder about how she evaluates her setting.
- Parents shared their written views of the setting with the inspector.
- The inspector completed a joint observation with the childminder and evaluated the activity.

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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