

# Childminder report

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Inspection date: 27 July 2023

|                                              |                      |
|----------------------------------------------|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

## What is it like to attend this early years setting?

### The provision is good

The childminder and her assistant know the children and their families very well. They form supportive and positive relationships with children and their parents. Children feel safe and secure in the childcare environment, which they confidently explore. Children are happy, calm and engaged in their play. Their behaviour is very good.

Outdoors, children have many different opportunities to explore water. They fill and pour water with different-size watering cans. Children set up bamboo shoots and watch the water flow down into a vessel at the bottom. Their learning is extended as children fill numbered pipes. They follow instructions as they add water to the correct numbered pipe, seeing how quickly it fills up. The childminder uses children's interests to plan activities and provide resources. As a result, children are fully engaged and make good progress.

The childminder reads stories to children. She uses clear speech and an enthusiastic manner when reading and when asking children questions about the pictures. This helps children to engage well with the story. Children are also keen to use the props the childminder provides to bring the story to life. This supports children's interest in books and their early reading skills. For example, an older child reads books to a younger child who sits and happily listens.

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

- The childminder has a good knowledge of children's learning and care needs. She has clear and reflective intentions in relation to the learning opportunities that children need to reach their next steps. The resources and activities provided engage children, and they learn through fulfilling play.
- The childminder provides a very varied and challenging curriculum which supports children to make good progress in their learning. The childminder's quality of teaching is excellent, and she is working with her assistant to consider training to enhance her skills further. However, this is in the early stages and not yet focused to enhance children's learning experiences even further. Having said that, the children adore the childminder's assistant and spend a lot of time in her company.
- There are high expectations of children's behaviour. The childminder and her assistant role model calm, considerate behaviour during their interactions with children. They promote turn-taking and help children to problem solve for themselves. Children learn to work together. For example, they find and collect coloured balls from around the garden and place them in the corresponding bucket.
- The childminder and her assistant demonstrate a good knowledge of the

challenges some children may experience. The childminder has lots of experience working with children with special educational needs and/or disabilities. She can recognise when a child needs additional support and knows how to access services. This results in children and families receiving the best possible care and learning opportunities. The childminder promotes inclusive practice.

- The childminder shares information with parents to help give them a good awareness of their children's progress and what they need to learn next. Parents provide extremely positive comments about the childminder and her provision. Parents feel well supported and are confident in the childminder's ability to keep their children safe. Parents comment that the childminder is like part of the family.
- Children's health and well-being are promoted. Children learn to manage their self-care, such as toileting, feeding and dressing. They recognise when they are thirsty and access their own drinking bottles. The childminder is aware of children's allergies and provides for these. However, there is less support for children to learn about oral hygiene in the setting.
- Children benefit from a language-rich environment. They hear lots of clear language from the childminder and her assistant, and new vocabulary is introduced to children to support their speaking skills. Furthermore, the childminder uses additional funding to seek specific speech and language help for children who need this. This supports children to become confident communicators.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of the signs and symptoms of abuse. They know how to record and report any concerns they may have about children in their care. This includes contacting the local authority designated officer if an allegation was made against them. They seek out and complete regular training to keep their knowledge up to date. Risk assessments are completed daily for the home, garden and outings to ensure potential hazards are removed and children are kept safe. The childminder and assistant have enhanced Disclosure and Barring Service checks and hold first-aid certificates.

## What does the setting need to do to improve?

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

- continue to focus staff training and professional development opportunities to further improve the quality of education
- provide more opportunities for children to learn about oral hygiene in the childminding setting.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2668767                                                                           |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10303333                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | 28 October 2022                                                                   |

## Information about this early years setting

The childminder registered in 2022 and lives in Leeds. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds qualified teacher status and works with an assistant.

## Information about this inspection

### Inspector

Lindsay Dobson

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 staff/the childminder and children.

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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