

Childminder report

Inspection date: 21 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

Children relish their time with the kind and nurturing childminder. They form secure bonds and feel comfortable and settled in her home. The childminder gathers key information regarding the care requirements and routines of children. Her effective settling-in procedure helps build relationships with children and their extended families from the very beginning.

The childminder has a clear intent for her curriculum. She places a strong focus on children's social development and learning about the wider world. For example, she takes children regularly to visit the library and local playgroups, where children can get used to larger groups of children ahead of transitioning to school.

The childminder has very clear expectations for how children should behave at the setting. She uses books and stories to support children's understanding of their emotions. Children behave well, and minor disputes are quickly settled. When children struggle with sharing, the childminder speaks to children about how they are feeling. She encourages them to name their emotions such as 'happy' and 'sad'. Children become increasingly independent and resilient to new challenges. For example, they persevere to put on dressing-up costumes.

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

- The childminder encourages children's curiosity. She confidently recognises what children can do and what they need to know to make progress. However, at times, she does not encourage all children to take a more active part in group activities and express their ideas with others. For example, older children quickly answer all the questions, and younger children are not fully engaged in their learning.
- Children's mathematical development is good. The childminder skilfully introduces mathematical concepts and language into her interactions with the children. She provides activities which give children the opportunity to use their knowledge around counting, number recognition and measure. For instance, children count out how many pieces of fruit and toast they have at snack time and use words, such as 'full' and 'empty' as they fill jugs and teapots outside in the kitchen.
- The childminder has a strong focus on supporting children's language and literacy. Children enjoy her animated reading of stories that match their current interests and abilities. They learn rhyming words and listen carefully to the sounds letters make in the story, 'Superworm'. Children gain a love of books and often choose to read them.
- Young children learn about sharing and taking turns with the childminder's support. The childminder promotes children's positive behaviour well and praises

children's efforts, which builds their self-esteem.

- Partnerships with parents are strong. Parents appreciate the positive and warm environment the childminder provides for their children. The childminder communicates well with parents. She provides regular updates on their child's progress and works effectively to share ideas for supporting their learning at home.
- The childminder supports children to be independent and manage their own self-care. She works with parents to enable toilet training. Children begin to learn about keeping healthy. They wash their hands, pour their own drinks and talk about healthy food. Children help to tidy away toys when they have finished playing with them.
- The childminder reflects thoughtfully on the service she provides to help her develop and raise the quality of the service. She values feedback from parents and children and uses this information to effectively evaluate her own practice and identify areas for improvement. This includes attending a course which will support her to raise her quality of teaching to improve outcomes for children.
- The childminder holds discussions with staff at settings that older children attend as part of her daily handover. She is beginning to liaise with professionals at other settings that early years children attend alongside her care. However, this is not fully embedded to complement children's learning or to help her extend their learning gained from other settings they attend.

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:

- encourage all children to participate more in group activities and express their ideas with others
- continue to build on relationships with professionals at other settings children attend to build on their prior learning and help them to make even more rapid progress.

Setting details

Unique reference number	2670422
Local authority	Leeds
Inspection number	10350636
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Leeds, West Yorkshire. She operates all year round, Wednesday to Friday from 7.30am to 5.30pm except bank holidays and family holidays. The childminder has an early years qualification at level 3 and receives funding to provide free early education for children aged three-years old.

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 that this was having on children's learning.
- The inspector completed a joint observation with the childminder and evaluated the activity.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written views of the childminder's setting with the inspector.
- The inspector held a meeting with the childminder to discuss how she self-evaluates the provision.

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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