

Childminder report

Inspection date: 2 October 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 provides a warm, welcoming home-from-home setting, where children run excitedly to greet visitors. Children say 'hello' and introduce themselves. They show how confident they are to move around the setting, finding threading activities. The childminder is calm and role models respect so children feel safe and secure. Children are very well behaved and highly confident in their self-care. They find tissues to blow their noses and put it in the bin. Children know to wash their hands before snack, saying we need to get rid of the germs.

The childminder places a strong focus on communication and language. Children articulate themselves well and learn new words, such as, 'propeller' and 'periscope' when exploring different moving vehicles. Children have a strong relationship with the childminder, as they talk about their family lives. They share stories about going on an aeroplane, family weddings and moving house. The childminder gives time to their opinions and children feel highly valued.

Parents speak very highly of the childminder and the development of their children. They love using the resources available at home, such as story sacks and fine motor skills sacks. Parents appreciate that the childminder focuses on the individual child and how well they progress in their learning.

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

- The childminder has a clear vision which promotes children to be excited about their learning and development, meaning behaviour is positive and children thrive in their development. The childminder knows the children really well, what they are working on, the progress they have made and what they will learn next.
- The childminder is very supportive of children's feelings and negotiates moments of upset. She reinforces positive messages around behaviour and encourages turn taking. Children take turns during a matching game. The childminder discusses how children are feeling. This helps them to thrive in their personal development and understanding how others feel.
- Children thrive in their communication and language development as conversations flow easily. Stories are read by the childminder, who introduces new words, such as submarine. She reinforces and recaps vocabulary like 'blurb' and 'title' on books.
- The childminder weaves in healthy lifestyles into play and mealtimes. Children learn about hydration while drinking water and milk. They have a choice of fruit and talk about how it is healthy. Children say they love their vegetables.
- Children's behaviour is very good. The childminder supports the children to problem solve, encourages them to work things out and reinforces good manners. Children demonstrate how they have learned to support each other.

They communicate when children are feeling sad or want things they have. They choose how to make the situation better, like sharing their toys.

- The childminder knows how to prepare children to be ready for school. However, she does not develop relationships with local schools and does not share information to support the transition with the schools that children move onto.
- The childminder is very reflective about her practice. She includes children in this process, asking them to suggest ideas for the following week. Parents complete evaluations regularly. The childminder adapts practice to impact on the children's learning. Training is important to the childminder. She enhances her knowledge and skills for areas that need improvement or developing, such as the use of loose parts.
- Physical development is good. Children mix colours with cars and roll them down gutters or take autumnal walks. However, the childminder does not plan opportunities in the curriculum for children to take risks and develop their understanding of risks as they play.
- The childminder offers lots of opportunities for children to extend their experiences. This comes from children's feedback and any possible gaps in their knowledge. For example, when children said they did not know what a museum was, the childminder arranged a trip. Children took the bus to the museum, to give them this additional experience, as many parents drive their own car.

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 relationships with local schools and develop systems to share information when children move to school so that learning is shared
- consider how to bring safe risks into children's play and help them to understand when something is a risk and how to look after themselves.

Setting details

Unique reference number	2685947
Local authority	Leeds
Inspection number	10357640
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 9
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. The provider is located in the Middleton area of Leeds. The childminder operates Monday to Friday all year round, from 7am to 530pm except for family holidays and for one week at Christmas. The childminder holds a suitable childminding qualification. She offers the government funded places for childcare.

Information about this inspection

Inspector

Laurafay Muranka

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with 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 observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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