

Childminder report

Inspection date: 8 February 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 an enjoyable and welcoming environment, where children feel safe and happy. He is warm and friendly and a good role model for the children. Children form secure attachments with the childminder and his assistants. This is evident as children go to them for comfort and reassurance when needed. Children receive consistent praise which helps to support their self-esteem and confidence.

Children demonstrate a positive attitude to learning. They move around the childminder's home with confidence, showing a strong sense of belonging. The childminder offers a well designed and sequenced curriculum that considers children's individual interests. For example, children enjoy dressing up as princesses and action hero's and engage in imaginary play together. The assistants extend learning through questionnaire and instructions. All children make good progress in their learning and receive the support they need to be ready for school.

The childminder builds on children's interest in numbers and counting. Children learn about number sequences during everyday routines. For example, during morning group time children count their fingers with the assistants and sing number songs. This supports children's early mathematical skills well.

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

- The childminder is ambitious about what children can achieve while attending the setting. He gathers detailed information from parents when children first start. The childminder use this information together with his own observations and assessments to identify what children know and what they need to learn next. For example, children learn how to hold a pen, make marks and eventually write their own names. This means that children develop the knowledge and skills they need for their eventual move to school.
- The childminder communicates well with his co-childminder and assistants. They have discussions about the children and their stages of development. The assistants say that they enjoy working there and feel supported in their roles. The childminder ensures that all mandatory training is updated, such as paediatric first aid. However, the childminder has not yet put in place a targeted plan which focuses on the training, coaching and supervision of his assistants.
- The childminder and his assistants teach children to be independent and do things for themselves. Children show high levels of confidence and tend to their own physical needs. For example, they wash their own hands after using the toilet and feed themselves at mealtimes. Children make independent choices about what they play with and confidently explore the resources that are available to them.

- The childminder and his assistants work hard to establish strong partnership working with parents. Parents are happy that their children make good progress in their learning. They appreciate the daily conversations and online photos they receive on an app about their child's day. The childminder encourages parents to send updates and information from home. Parents are offered ideas to support their children's learning at home.
- Children are offered clear explanations during play to help them to understand the boundaries of the childminder's setting. For example, children are given gentle reminders to encourage their awareness of the need to share and to take turns. However, during group time activities the rules and expectations are not communicated to children at the start. This means that children do not fully understand what is expected of them during these routines.
- The childminder and his assistants understand how to support children's language development. They engage children in regular conversations during activities to extend and build on their communication and language skills. For example, children enjoy talking about different occupations. The assistants use props, such as a hairdryer to ignite and extend conversations about the role of a hairdresser.
- The childminder supports children to develop healthy lifestyles. Children thoroughly enjoy the freshly prepared nutritious meals they receive. They have access to fresh water throughout the day. Children take part in activities that help them to learn about the importance of brushing their teeth. They have daily opportunities to be physical active and get fresh air. For instance, they develop control of their bodies through regular yoga and dance sessions.

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 support and coaching for the assistants to raise the quality of education for children even further
- improve existing behaviour management strategies to include explaining expectations of behaviour at the start of group times.

Setting details

Unique reference number	2700757
Local authority	Leeds
Inspection number	10332372
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	1 to 14
Total number of places	18
Number of children on roll	44
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Middleton, Leeds. He operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder who is his partner, and occasionally works alongside another co-childminder who is his partners son. The childminder holds an appropriate qualification at level 3. The childminder works with three assistants and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Cowton

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 areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024