

Childminder report

Inspection date: 10 December 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 and engaging home-from-home environment. The childminder's curriculum has a strong focus on children's prime areas of development. The childminder develops strong bonds with the children in their care. Children's independence is promoted. Children learn to put on their coats and shoes before going outside. They collect their own plates and lunch boxes and help to tidy up their toys.

Children's communication skills are well supported. The childminder models language well and understands how to engage children in conversation. She is patient and allows time for children to respond to questions and contribute with their own thoughts and ideas. Stories, singing and rhymes are used to introduce new vocabulary to very young children. The childminder asks questions and uses descriptive vocabulary when children play with dough, such as 'squash' and 'squeeze'.

Children are supported to manage their feelings. The childminder introduces the children to a wide range of resources that she uses to discuss feelings. Children are learning to use please and thank you when making requests and are supported to be kind to their friends, for example, as the childminder uses phrases, such as 'kind hands'.

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

- Through regular observation, the childminder has a good knowledge of each child. They know their strengths and where they need extra support. The childminder successfully assesses each child, identifying where children may have gaps in their learning and development. This enables them to quickly provide any additional support children need to catch up.
- The childminder carefully considers the values they want children to learn. They aspire for children to have an understanding towards others, as well as a respect for the diverse world in which they live. For example, the childminder sets up charity events, where children raise money and learn about different causes. Children are given a wide range of opportunities to learn to be respectful and celebrate differences between people. This helps prepare children for life in modern Britain.
- The childminder develops strong working partnerships with parents. This happens before children start. She offers settling-in sessions to support children's transitions from home. The childminder gathers key information to understand each child's needs. She uses this to plan and make adaptations and help each child settle quickly.
- Children are keen and enthusiastic learners. The childminder provides resources

and gives children the time to enable them to act out real-life role-play scenarios. Children use the role-play mud kitchen outside to pretend to prepare meals. This shows how well children use their imaginations.

- Parents are complimentary about the care and education children receive at the setting. They highlight the childminder's supportive nature and the home-from-home environment she creates for their children. Parents state the childminder 'goes above and beyond'. Parents value the individual support and guidance the childminder offers them and their family.
- The childminder's curriculum supports children to develop social skills. She regularly takes children to meet with other childminders and visit places of interest within the community. Children expand their friendship groups as they interact with other children at library sessions and playgroups.
- The childminder reflects well on the service she provides and identifies aspects of her practice to improve on. The childminder ensures that statutory training is updated. This helps to keep her knowledge and practice up to date. She continually seeks to extend her professional knowledge and skills further. For example, she is learning sign language and incorporates the signs into her teaching.
- The childminder is friendly and calm in their approach. Children generally behave well and are reminded of behaviour boundaries. The childminder provides opportunities for children to take part in group activities, such as making dough Christmas trees, singing and stories. However, these sessions sometimes go on for too long and children become disengaged and restless.

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:

- review group activities to ensure that all children remain engaged and their learning redirected so there are limited disruptions.

Setting details

Unique reference number	2701419
Local authority	Leeds
Inspection number	10368516
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 7
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Whinmoor area of Leeds. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant who is qualified to level 2. The childminder provides government funded childcare.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- 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, assistant and children.
- The inspector completed a joint observation with the childminder and evaluated the activity.
- The inspector held a meeting with the childminder to discuss how she self-evaluates the provision.
- 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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