

Childminder report

Inspection date: 29 July 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's happiness and well-being are highly important to the childminder. She provides a very caring and comfortable home. The childminder welcomes all children, including children with special educational needs and/or disabilities and those who are learning English as an additional language. Children show they feel happy and safe as they have fun while playing. The childminder carries out regular risk assessments of her home and before taking children on outings. She provides different visits and visitors to extend children's experiences. For example, the childminder takes children into the countryside and to visit residents at a local residential home. This helps to raise children's awareness of the world around them and different people.

The childminder has high expectations of children's behaviour. She sensitively supports children to understand her expectations in the setting. The childminder works with parents and other providers to ensure consistency for children when necessary. She helps children to focus and concentrate by encouraging and praising their efforts. Children show they feel proud as they smile and gain confidence. The childminder plans interesting activities that children enjoy. This means that children are excited to join in. Overall, the childminder provides an ambitious curriculum for all children. She builds on children's previous learning, experiences and interests so that all children make good progress from their starting points in development.

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

- The childminder promotes literacy well in the setting. She has developed a book swap and lending library to encourage children's reading at home. The childminder teaches children nursery rhymes and invites parents in to teach traditional songs from their home cultures. The childminder regularly reads books to children and talks about them to help children's understanding. Children eagerly join in and answer questions. These activities help to develop children's early literacy skills and a love of books.
- The childminder teaches children new words, such as 'squishy' when describing strawberries at snack time. Children enjoy repeating the word, as they like the sound it makes as they say it. The childminder teaches children to take turns in conversations, for example when they chat excitedly about pizza toppings as they help to prepare lunch. She uses outings and photos to encourage children to recall experiences and their learning. This helps children to develop their memory, speaking and communication skills.
- The childminder provides children with lots of opportunities to develop their muscles, strength and coordination. For example, children scoop pretend ice cream in the garden's imaginary ice-cream shop. They safely chop fruit for their snack. This helps children to develop control and strength in their hands. On

outings and during outdoor play, children dance and take part in sports. These experiences help children to learn about keeping healthy and to enjoy being active.

- The childminder teaches children about emotions through books and talking to them as they play. She encourages children to take turns and share toys. The childminder sensitively helps children to let others find their own ways of doing things. Older children are given more responsibility, for example to set the table. This helps them to start to understand that they are unique and to develop more independence as they get older.
- The childminder finds out from parents and other settings what children can do as they start her setting. She makes ongoing observations and assessments to identify what children need to learn next and uses this in her planning. She works with other professionals when necessary to plan learning for individuals. Sometimes, however, she does not consistently teach children their next steps in development in routines and child-initiated play.
- The childminder uses parents' feedback when planning improvements to the setting. She also self-reflects on the strengths and what needs to be further developed. For example, she has identified that inclusion is a strength because she welcomes all children. Additionally, she has identified a need to focus professional development on deepening her knowledge of the curriculum, particularly mathematics. This is because although the childminder teaches children to count and begin to recognise numbers effectively, she does not always provide enough opportunities for children to learn about shapes and measures.

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:

- plan for children's next steps in learning more carefully during routines and children's play
- provide more opportunities to develop children's mathematical understanding of shapes and measures.

Setting details

Unique reference number	2757547
Local authority	Leeds
Inspection number	10349629
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	0 to 9
Total number of places	8
Number of children on roll	40
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with Ofsted before joining a childminding agency between 2021 and 2023. She re-registered with Ofsted in 2023 and lives in Leeds. The childminder operates all year round, from 5.30am to 6.30pm on Monday to Thursday, and from 7.30am to 5.30pm on Friday, except for bank holidays and family holidays. The childminder employs three assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Mason

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 childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on the prime areas of learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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