

Childminder report

Inspection date:

17 September 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 become happy learners under the care of this nurturing and dedicated childminder. The childminder is responsive to children's needs. She gives children her full attention when they speak to her or want to show her something. The childminder plans fun activities and experiences based on topics and themes. This provides children with many opportunities to revisit newly learned vocabulary and knowledge. For example, children join in with key words and phrases from a story that they have previously heard about a family going on a bear hunt. The childminder asks children questions to promote their conversational skills. She repeats words back to children to support their understanding and pronunciation. This helps children to develop their speaking and language skills at a good pace.

Children show positive attitudes to their learning. They engage fully as they play independently or take part in activities set up by the childminder. The childminder talks to children about the impact of any unwanted behaviour. For instance, she gently explains to children that throwing toys can hurt people. The childminder shows children how to say 'please' and 'thank you'. This, in turn, helps children to learn how to use good manners. The childminder supports children to learn how to be respectful and kind towards each other.

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

- Children play well together. For example, the childminder encourages them to work together and take turns when building towers with plastic bricks. Children show resilience when the tower falls and say that they will try again.
- Children show that they are developing a love of books. They bring many books to the childminder for her to read to them. However, the childminder does not always ensure that background music is turned off during story-time sessions or other times of the day when children are engaged in conversations. She does not always read books to children in a way that ensures that they can all see the pictures. This does not consistently support children's listening and attention skills to the highest levels.
- The childminder describes how she identifies any concerns about children's development when she carries out the progress check for children aged between two and three years. She explains how she sometimes joins parents in attending children's two-year-old health checks with the health visitor. This helps the childminder to seek guidance on how best to support children if she has concerns about their development.
- The childminder continues to monitor children's achievements. This ensures that children continue to meet their developmental milestones. However, the next steps in learning that the childminder decides for children are sometimes too focused on activities and experiences. This does not fully support her to

precisely focus children's learning on the specific skills and knowledge that she wants them to learn next.

- The childminder works in partnership with parents and carers to support children with potty and toilet training. She finds out about how parents are supporting their child and replicates this in her setting. Children learn to manage their own care needs with confidence, using the toilet and washing their hands by themselves. The childminder encourages children to try to dress and undress themselves or to have a go at fastening their own shoes. This supports children to develop their sense of independence.
- Parents receive updates and photos about children's daily routines and learning via an app. The childminder sends termly overviews to parents about their children's development. This helps parents to stay up to date with children's progress and what they are learning about at the childminder's setting. Parents praise the childminder's home-from-home setting and say that their children are happy, safe and settled in her care.
- The childminder keeps up to date with any changes in the early years sector. She evaluates her provision and identifies areas of her practice that she aims to develop and enhance. The childminder has recently joined an early years professional organisation. She explains how she intends to access further training and professional development opportunities to further extend her skills and knowledge. This supports the childminder in ensuring that her provision continues to improve and develop.

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:

- improve the opportunities for children to develop their listening and concentration skills, in particular during story-time sessions
- strengthen the planning for children's next steps in development, to focus more precisely on the skills and knowledge that they need to learn next.

Setting details

Unique reference number	2757625
Local authority	Leeds
Inspection number	10349577
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminder agency between 2019 and 2023. She registered with Ofsted in 2023. The childminder lives in the Middleton area of Leeds. She operates all year round, from 9am to 2.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government-funded places for childcare for children aged between nine months and four years.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents and grandparents shared their views about the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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