

Childminder report

Inspection date: 25 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

The childminder is extremely caring and sensitive towards the children. She prioritises children's well-being. She offers cuddles and speaks gently to them when they are upset. This helps children build strong bonds and feel relaxed and content in her homely setting. The childminder is keen to extend children's experiences of the world around them. She takes children on outings, such as to experience eating in a café. Children enjoy learning about animals as they watch penguins on one of their regular outings. The childminder has high expectations of children's behaviour. She sensitively helps children to take turns and share toys. She models polite manners, which helps children to copy this good example.

The childminder has a clear view of what she wants children to learn and develop while they are with her. She finds out what children can do from parents as they start the setting. She continues to observe children's development carefully and plans a curriculum that builds over time. This helps to ensure they are ready for their next stage of education as they start nursery or school. The childminder knows the children well and plans activities based on their interests and next steps. Therefore, children become excited to join in the activities she provides.

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

- The childminder prioritises developing children's speaking skills. She repeats their words, extends their phrases and sentences and uses correct pronunciation. This helps children to learn new words, practise turn-taking in conversations and build their language skills effectively.
- The childminder sets out toys and books to allow children to make independent choices of what to play. She teaches very young children to use cutlery and feed themselves. However, she does not always teach older children skills they can learn, such as putting on their own shoes. As a result, they do not become as independent as they could be.
- Children enjoy choosing books to look at. They listen intently as the childminder reads to them. They delight as they lift the flap to see who is underneath. They ask 'who's that?' if it is an animal they do not recognise. The childminder takes children to the library to select books. These experiences help to build children's listening and early literacy skills and develop their love of books.
- The childminder naturally weaves mathematics throughout activities and routines. She counts out steps and objects. She draws numbers on the floor outside with chalks as the children draw on the patio. The childminder talks about size and names shapes. This helps children learn simple mathematical concepts. For example, children hold up a block and say 'it's a triangle'.
- Children have lots of chances to build their large muscles. For example, they ride scooters in the garden. They climb and balance at soft play. The childminder

plans lots of opportunities for children to build strength in their hands. They twist and poke play dough and pat and mould sand. These activities help children to build their strength and control as they develop their physical skills.

- The childminder helps children to learn to share toys and take turns. For example, she says, 'Your turn, you are next, wait a moment.' However, when children struggle to wait, she does not consistently teach them about their own and other's emotions. Therefore, children do not always understand what they are feeling and why they need to wait.
- The childminder teaches children in simple ways about celebrations and festivals. For example, she shares books and videos and provides a variety of different foods to taste and sensory experiences to explore. This helps children to know about special days and foods that are important to themselves and other people.
- The childminder learns about new topics through reading and training courses. This helps her to keep up to date, build her knowledge and support children's development. She shares her knowledge with parents to help them support their children at home. Parents speak enthusiastically about the open communication and loving care the childminder provides.

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:

- develop older children's independence skills further to enhance their self-help skills
- teach children about their own and other's feelings to help them develop a deeper understanding of emotions.

Setting details

Unique reference number	2757664
Local authority	Leeds
Inspection number	10349636
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in 2023 and lives in Leeds. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a suitable level 3 qualification in childcare. She offers free funded early education places for two-, three- and four-year-olds.

Information about this inspection

Inspector

Ruth Mason

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children showed the inspector 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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