

Childminder report

Inspection date: 3 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 are confident and happy, in the care of this friendly and caring childminder. The childminder provides a home from home environment where children feel safe and secure. She talks and sings with children on their walk back from school. This helps children to develop their language skills. Children are eager to return to their learning when they arrive home. The childminder supports all children to feel included. She supports children with special educational needs and/or disabilities (SEND) very well. All children make good progress and develop the skills they need for the next stage in their learning.

The childminder provides an environment that supports all areas of learning. Children enjoy spending a large amount of time in the garden. They move freely from inside to outside. Children learn to take turns and be considerate of others. The childminder supports children to wait their turn and offers them an alternative activity while they wait. Children say to their friends, 'It's your turn now' as they share the resources. The childminder helps children to have a positive attitude to their learning. She encourages children to keep on trying, even when tasks become difficult. The childminder is patient and reassuring. Children ask for help when needed. Their behaviour and attitude to learning is very positive.

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

- The childminder plans a curriculum that engages children in purposeful activities. She has a clear understanding of what children in her care need to learn. The childminder plans activities using children's interests and considers their individual next steps. She plans a wide range of outings and visits to broaden children's experiences. Children are focused and engaged in their play.
- Children are confident talkers. The childminder supports communication and language development very well. She models the correct language and asks questions to encourage children to talk about what they are doing. The childminder repeats back the words using the correct pronunciation. She plans activities for children to use the language they have heard. For example, children take delight in exploring an activity with porridge following the story of 'Goldilocks and the Three Bears'. This supports children to practise and use the language of the story.
- The childminder models mathematical language extremely well. She expertly incorporates mathematics into children's play. For example, she uses the language of size, shape, quantity, and number during planned activities. Children become confident in using the language as they compare the bears from the story.
- Children access books freely. The childminder reads a range of stories to children and asks questions to check their understanding. Children enjoy the

opportunities to retell the story and use key words. Children enjoy moving to music and learning to play different instruments. Children sing to themselves as they play. They develop a love of stories, songs and rhymes.

- The childminder provides activities to support children's learning and development. However, on occasions the childminder does not always take the opportunity to extend their learning and curiosity to an even higher level. For example, when children ask what type of dinosaur they have, she does not help them find out the names of the dinosaurs. This means children may not make as much progress as they could.
- The childminder promotes the health and hygiene of children. She teaches children to wash their hands after using the toilet and before eating. The childminder encourages children to develop their independence skills. Children learn to manage their own clothing. She is sensitive to their needs as they begin toilet training. Children become confident and independent in managing their own needs.
- Children thrive in a safe environment. The childminder undertakes suitable risk assessments. She teaches children the rules to keep themselves safe. For example, children learn to hold the guiding strap when walking near the road. They learn that only one person at a time can go on the equipment in the garden. Children learn to follow the rules to keep themselves safe.
- Parents are extremely happy with the care their children receive. The childminder builds positive relationships with children and families. She offers support and guidance to parents to help support the children in her care.

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 further ways to support children's curiosity and learning to an even higher level.

Setting details

Unique reference number	2758637
Local authority	Leeds
Inspection number	10362466
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 10
Total number of places	10
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019, initially with a Childminding Agency before registering with Ofsted in 2023. She 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 provides funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- This was the first routine inspection the provider 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 the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder with the inspector.
- 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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