

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 settled and happy at this fun and friendly setting. They build strong bonds with the childminder, who is patient and kind. The childminder's home is comfortable, safe and secure. Inside, children develop their coordination, such as when building with toy bricks. They explore a wide range of books. Outside, the childminder provides opportunities for children to develop their physical skills. For example, children enjoy playing with tents and footballs in the childminder's spacious, enclosed garden.

The childminder knows the children she cares for well. She provides good support for their personal, social and emotional development. For instance, the childminder provides regular but flexible daily routines to help children to feel secure. This helps new children to settle quickly. The childminder encourages children to use manners. She sits with them at the table while they eat, to help them to understand how best to behave during mealtimes.

Children grow well in their independence. The childminder supports children to learn how to use cutlery and put on and take off their coats and shoes themselves. Children are curious and active. They confidently push along toy prams and explore paint with their fingers. The childminder helps children to learn how to manage their behaviour and feelings. She provides clear boundaries and gentle reminders to promote their positive behaviour. For example, the childminder encourages children to help to tidy up and reminds them to walk safely, rather than run, when inside.

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

- The childminder plans good support for children's physical development. Children enjoy exercise and fresh air in the garden and during walks. They run and stretch during trips to local parks, playgrounds and soft-play centres.
- Children learn to develop their smaller muscles and use their hands in different ways, in preparation for early writing. They link construction toys and explore with dough, stickers and magnets. Children decorate pictures with felt and make marks with chalks and paint.
- The childminder provides good support for children's developing communication and language skills. Children take part in singing and share stories with the childminder. They benefit from regular trips to the library, where they take part in story and music times.
- The childminder emphasises new words to children and chats to them as they play. She repeats children's words back to them. This helps children to know their words are valued and understood. The childminder helps children to reduce their dependency on comforters, such as dummies, in order to help them to

learn to speak clearly.

- The childminder supports children to develop their imaginations and mathematical skills, such as through role play with toy kitchens and tea sets. She encourages children to explore games that help them to recognise shapes, colours and numbers.
- The childminder tailors activities and experiences to meet the learning needs of individual children. She models skills, such as how to safely use a toy pushchair, and provides clear instructions.
- Children learn about their local community and life outside the setting. The childminder takes children to local shops and plans trips during the school holidays to nearby country parks and nature reserves, for example.
- The childminder provides nutritious, balanced and healthy snacks and meals. She adapts her menu to accommodate children's food preferences, such as vegetarian or vegan diets.
- The childminder is dedicated and enjoys her work. She is reflective and acknowledges ways to improve her practice further, such as deepening her knowledge around younger children's patterns of play, to extend their learning even further.
- The childminder understands the importance of working with other professionals in education or health, involved with children in her care. She has built strong relationships with parents and shares advice and ideas with other childminders.
- Parents speak highly of the childminder, and say she is 'reliable and supportive' with 'unwavering dedication'. They say they are very happy with the service the childminder provides. They praise her levels of communication and say they appreciate her advice about their children's development and milestones.
- The childminder has a positive attitude towards training and continuous professional development. She has experience of caring for children with special educational needs and/or disabilities. The childminder has identified further training that she would like to complete, to build on this experience, in order to raise the quality of the provision still further.

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:

- strengthen knowledge around younger children's patterns of play
- continue with professional development to raise the quality of the provision still further.

Setting details

Unique reference number	2762892
Local authority	Leeds
Inspection number	10349662
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Middleton area of Leeds. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of a number of parents into account.

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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