

Childminder report

Inspection date: 25 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children greet visitors with warmth and enthusiasm. The childminder provides a rich and stimulating environment for children. Children are welcomed into this setting and develop secure and trusting relationships with the childminder. They regularly go to her for cuddles and reassurance. The childminder is attentive to children's needs and closely supports their well-being.

The childminder develops a curriculum that is based on the children's interests. She plans experiences to extend children's learning and supports them to make good progress. The childminder arranges her environment to encourage children to be independent and make their own choices about what they would like to play with. For example, children enjoy playing with a large car garage and play kitchen. Older children develop the small muscles in their fingers and hands through opportunities for drawing and mark making.

Children are kind and behave well. They show a good understanding of expected behaviour. For example, children tidy up their toys to the 'tidy-up song' before moving on to the next activity. The childminder has high expectations for the children in her care and sets clear routines and boundaries. Children receive continuous praise for their efforts, which builds their self-esteem well.

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

- The childminder gathers detailed information about children when they start to attend her setting. She uses this information, along with her own observations and assessments, to plan activities for children. For example, older children enjoy building towers and boats, using building bricks. However, at times, when the childminder teaches a mixed-age group, she spends more time interacting and talking with older children. As a result, younger children do not consistently get as highly involved in activities as others, to fully support their learning.
- The childminder has good relationships with parents. Parents share positive feedback about the care and education their children receive. They are very complimentary and comment on the progress their children have made since starting at the setting. Parents say that they are kept well informed about what their children are learning and their daily routines.
- Children enjoy opportunities to play outdoors in the garden each day. They ride on cars and use the slide to develop their physical skills. Children have opportunities to explore and use their imaginations. For example, they eagerly investigate living things, such as woodlice and slugs, during a bug hunt. However, sometimes, the childminder takes on more of a supervisory role. This means that she does not always fully recognise when children would benefit from her support to extend their learning during play outdoors.

- The childminder has high expectations for children's communication and language development. She successfully supports their emerging language skills. Children are encouraged to engage in quality conversations during their play. For example, when children see an aeroplane in the sky, the childminder engages them in quality back-and-forth conversation. Children guess that the aeroplane is heading to 'Ireland'. This means that children are becoming confident and skilful communicators.
- Children learn about healthy lifestyles. The childminder provides them with nutritious and well-balanced meals and snacks throughout the day. She talks to the children about the importance of good oral health. Children enjoy daily opportunities for fresh air and physical exercise. They have access to a well-equipped outdoor area and enjoy regular visits to local parks and woodlands.
- The childminder reflects on the quality of care and education that she provides for children. She completes mandatory training, such as paediatric first aid, to help keep children safe. However, she has not considered attending any additional training to further extend her knowledge of how young children learn to an even higher level.
- The childminder offers children many experiences outside the home. They go on regular trips to places in the local community, such as local parks, farms and woodlands. Children also have many opportunities to socialise. They attend a weekly local toddler group, where they learn to interact with other children and take part in group activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She knows how to keep children safe. The childminder knows who to contact and what to do if she has concerns about children's welfare or thinks that a child may be at risk of harm. She knows what to do in the event an allegation is made about herself or a family member. The childminder is aware of the impact that a child's family life may have on their development. She maintains accurate records of children's health and attendance. Children are well supervised.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- improve group activities to ensure that all children are included, interested and engaged
- make full use of opportunities during outdoor play to engage and interact with children in a meaningful way to help develop their play even further
- use professional development opportunities to extend teaching skills further.

Setting details

Unique reference number	319521
Local authority	Leeds
Inspection number	10286071
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	31 October 2017

Information about this early years setting

The childminder has been operating since 1974 and lives in Leeds. She operates all year round from 8.30am to 6pm, Tuesday and Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with a co-childminder.

Information about this inspection

Inspector

Jennifer Cowton

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 setting.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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