

Childminder report

Inspection date:

28 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

The calm and compassionate childminder offers a safe and homely environment for children. She is highly responsive to children's emotional and care needs. As a result, children show that they are happy and content in the childminder's care.

The childminder provides a learning environment that children enjoy exploring and sustains their interest. She plays with children and supports them in reaching their goals, such as building a house out of plastic bricks. The childminder engages well with children. She asks children questions and gives them time to think and respond. Children hold conversations with the childminder as they play. The childminder introduces ambitious words to children as they play, such as 'stethoscope'. This supports children's communication and language development.

The childminder has a good knowledge of how to sequence children's learning. She considers how to break down children's learning into smaller steps for them to achieve. For example, the childminder shows children how to draw simple shapes, such as lines and circles. Once children can do this, she shows them how to draw the shapes together to draw a face. Consequently, children are well supported in working towards their next steps in learning.

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

- The childminder provides books that she knows children will enjoy. For example, she provides lift-the-flap and textured books that children can interact with. As a result, children choose to look at books independently and begin to develop a love of reading.
- The childminder patiently explains daily routines to children. This helps them to know what is happening next. Children listen to her instructions and make good choices about their behaviour.
- The childminder provides toothbrushes for children to brush their teeth. However, she does not always offer healthier drink options to children. This does not support children to consistently make good choices that promote their oral health. Furthermore, the childminder offers children daily 'television time'. Although this time is limited, the childminder has not considered that this can distract children from engaging in purposeful play and learning activities.
- Nonetheless, the childminder does promote other healthy habits to children. Children enjoy outings to the local playground, where they practise balancing and climbing on play equipment. This helps them to develop their physical skills and stay active. She encourages children to try new healthy foods. For example, children enjoy eating tomatoes and apples which are grown in the childminder's garden. This supports children to find out about where food comes from.
- The childminder helps children to understand the differences they share with

others. For example, she talks to children about how older people may need to use walking aids. The childminder encourages children of different faiths to share their experiences. She is gathering resources to further support children's learning about different religions and develop their understanding of diversity.

- Parents and carers report that their children enjoy their time with the childminder. They particularly appreciate the opportunities that she provides for their children's outdoor play and learning. Parents state that the childminder shares detailed feedback about their children's day. This helps to ensure continuity for children's care and development.
- The childminder continually monitors children's learning and progress. She carries out the required progress check when children are aged between two and three years at the same time as the health visitor's checks. This ensures that the childminder is able to quickly identify any gaps in children's development.
- The childminder seeks advice and guidance from a local authority early years adviser to support her practice. She attends mandatory training, such as a paediatric first-aid course. However, the childminder does not robustly evaluate her provision. This does not support her to identify any areas for improvement. Consequently, the childminder does not access any targeted professional development opportunities. This does not support the childminder to further develop her already good skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for children. She carries out risk assessments to ensure the safety of the premises and resources. The childminder recognises the signs and symptoms of abuse and neglect. This includes signs of grooming or children being drawn into county lines. She knows the procedures to follow should she have a safeguarding concern about a child. The childminder records any incidences of existing injuries to children. This helps her to stay alert to any potential concerns about a child. The childminder monitors the use of technological devices. She shares information with parents to ensure that children stay safe when accessing the internet.

What does the setting need to do to improve?

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

- promote children's healthy lifestyles further, including giving children clear messages about screen time and drinks that promote good oral health habits
- identify areas for improvement and access further professional development opportunities to continue to improve skills and knowledge.

Setting details

Unique reference number	319588
Local authority	Leeds
Inspection number	10298990
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	2 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	23 May 2023

Information about this early years setting

The childminder registered in 1988 and lives in the Rawdon area of Leeds. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years setting, including aims and rationale for the curriculum.
- 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 literacy activity with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views on 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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