

Childminder report

Inspection date: 30 September 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children take part in activities that build on their existing experiences. Much of the curriculum is delivered through visits and outings. For example, children dig up vegetables in the community garden and attend local group activities. The childminder wants the best for every child. She plans her days carefully to support children's all-round development. Her accurate assessments help her to identify children who need more support with some areas of learning. She then plans specific activities that help them to catch up. This helps to ensure that all children make good progress and achieve well. Children show pride in their learning. They exclaim 'I did it!' when they successfully put rainbow puzzle pieces back together when tidying the room.

The childminder has a kind, nurturing approach that puts children at ease. She is sensitive to their individual needs and personalities. She understands how to support children's emotional development and helps them to manage their feelings. For example, the childminder knows that some children need to take some time alone when they feel frustrated. She then talks to them, modelling the language that they need to learn, so that they can talk about their feelings. This helps children to learn about more positive ways to react to disappointments and conflict and to develop resilience.

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

- Children are evidently familiar with a wide range of stories and songs. The childminder weaves these into activities throughout the day. This contributes to children's very good language skills. They are able to recall words and phrases from their favourite books and quickly develop a wide vocabulary. For example, children dressed as a butterfly learn words such as 'flitting' and 'fluttering' when acting out themes from a story.
- The childminder plans activities to help children build on their mathematical understanding. For example, they sing number rhymes and use props that help them to recognise numbers. However, at times, children simply remember the words to the songs or the names of the number symbols that they see. Some opportunities to teach children more about number values, quantities and comparing amounts are overlooked.
- Overall, the quality of education is good. Children learn more as a result of the carefully planned curriculum. However, there are times, during group activities, when the childminder's attention is drawn more towards children who are most responsive to her teaching. While other, slightly less-confident, children pay attention, the childminder's focus on other children means that her teaching, occasionally, does not meet the needs of all children taking part as well as possible.

- Parents are exceptionally complimentary about the childminder and speak highly of her. They consider her as part of their family and are grateful to her for giving their children 'the best start in life'. The childminder shares her aims for children's learning and gives parents guidance about how they can support these at home. This helps to accelerate the progress that children make.
- Children are independent, self-assured learners. They confidently choose resources and tell the childminder what they want to play with. The childminder follows their lead and incorporates their ideas and suggestions in the curriculum. For example, when children show a keen interest in dinosaurs, the childminder creates a tray filled with gravel and encourages them to create habitats for them. This contributes to children's high levels of motivation and eagerness to learn more.
- The childminder supports children's physical health and development well. She provides plenty of opportunities for fresh air and exercise and serves home-cooked meals that meet children's nutritional needs. Children learn ways to keep themselves healthy, for example by sanitising their hands after wiping their nose and before eating.
- Evaluation and improvement are important to the childminder. She seeks feedback from children and is careful to observe how well they settle into her care and enjoy their time with her. She continues to access professional development opportunities and regularly meets with other childminders to share ideas and suggestions to build on practice. This contributes to her good capacity for ongoing improvements in her practice.

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 the curriculum for mathematics to deepen children's understanding of numbers, quantities and counting
- actively involve all children during group activities so that all children's learning needs are met even more consistently.

Setting details

Unique reference number	319746
Local authority	Leeds
Inspection number	10335773
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 1990 and lives in the Yeadon area of Leeds. She operates term time only, from Monday to Thursday, except for bank holidays. Opening hours are from 7.15am until 5pm. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare and discussed how she ensures they are safe and suitable.
- The inspector and childminder discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views through written feedback.
- The inspector talked to the childminder at appropriate times during the inspection about leadership of her provision, including the procedures to safeguard children.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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