

Childminder report

Inspection date: 19 July 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming environment in her home for children. She creates strong bonds with the children she cares for and gathers information from parents. This helps children to feel confident and be independent learners. Children are able to self-select resources to follow their own interests and engage in activities on offer, which, overall, are varied and carefully planned for children. The childminder's good knowledge of children as individuals allows her to create an ambitious curriculum to help children to develop their skills and knowledge across a variety of learning areas, including numeracy and literacy.

The childminder provides a range of children's favourite books and carefully displays them to encourage children's early reading. The childminder's curriculum places a large focus on developing children's communication and language skills through reading together, singing and having meaningful conversations. Children all express their enjoyment of playing together in different age groups before and after school. This allows children to develop their personal, social and emotional skills.

Children are happy and enjoy their time learning and playing together, accessing arts and crafts, construction and the role-play kitchen, and pretending to make 'soup' and 'cups of tea'. The childminder encourages this imaginative play and engages with children in their role play. She sings favourite songs to children as they prepare for lunch together. Children are confident to initiate conversations with each other and the childminder. They enjoy recalling local trips they have been on, such as to the garden centre and the cafe. The childminder uses outings to give children confidence in new situations.

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

- The childminder organises the ground-floor playroom to provide a welcoming array of resources, including picture books, dinosaurs, trains, a range of puzzles, play kitchen and construction. She reflects children's interests in the room and the resources on offer. The childminder is actively involved in children's play. For example, she sits with children as they play to encourage their focus and attention.
- The childminder plans a cosy and homely environment, which offers children a relaxed experience of learning together. She plays alongside children, giving them praise and introducing conversations around shapes and numbers. Children enjoy building 'rocket ships' with the magnetic tiles and the childminder encourages children to count down to the 'launch' together.
- Children gain confidence in their own abilities as they play and learn. The childminder gives children lots of praise for their achievements, which helps

them to develop a sense of self-esteem.

- Children have strong bonds with the childminder and separate easily from their parents and carers. They enjoy engaging with each other and the childminder on arrival. Children tell the childminder about what they have been doing since their last visit. The childminder places a focus on developing children's communication as part of her curriculum. She uses a range of vocabulary and careful questions to encourage children's speech and language development.
- The childminder consistently engages children in a dialogue when they play together, such as to build structures. She teaches children to tidy away together after they have finished playing, helping them to learn about teamwork and the rules in her home.
- Parents speak positively about the setting and praise the childminder's genuine care, explaining that she is almost like family. They are confident to leave their children and feel they are progressing very well. Parents receive photos of their children engaging in different activities.
- The childminder completes observations and assessments on children in her care, and knows what each child is working on. However, she does not share consistent information with parents and other professionals involved with children to enhance children's deeper learning opportunities.
- The childminder has a wealth of experience and organises her provision well. She stays up to date with the latest legislation and safeguarding information. However, the childminder has not focused her professional development on developing the curriculum further and adding more diverse learning experiences for children. For example, although she provides a variety of resources for children, she does not consider whether these reflect the wider community in which children live.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's needs first.

What does the setting need to do to improve?

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

- work more closely together with other professionals and parents to share more information about children's development
- access professional development opportunities to further build knowledge and skills to provide a curriculum of more depth.

Setting details

Unique reference number	319822
Local authority	Leeds
Inspection number	10351544
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 11
Total number of places	12
Number of children on roll	8
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 1992 and lives in Scholes on the outskirts of Leeds. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. During the school holidays, the childminder does not operate on Friday. The childminder sometimes works with an assistant.

Information about this inspection

Inspector
Kelly Nevett

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 the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024