

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 are happy, safe and settled in the care of the kind childminder. They form warm and trusting relationships with her and she offers them a calm and stimulating environment. Children go to the childminder for cuddles when they feel tired, which helps them to feel secure and comfortable. The childminder is nurturing, patient and responsive to ensuring that all children's needs are met.

All children make good progress in their learning. The childminder knows the children well. She gathers relevant information about what children know and can do and has a clear understanding of what she wants children to learn next. The childminder uses this information to plan activities that follow children's interests. For example, children's interests and awareness of insects are further enhanced as they venture on bug hunts in the garden area. They use magnifying glasses to search for insects. Children delight as they find woodlice and slugs.

Children enjoy learning about healthy lifestyles and the natural world. They enjoy healthy, home-cooked meals and snacks each day. Children have access to daily fresh air and exercise to develop their physical skills and strength. They learn about the natural world through nature walks and trips to farms and nearby woodlands.

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

- Overall, the childminder has a good understanding of the different ways that children learn. She challenges older children effectively so that they acquire skills and reach the next steps in their learning. For example, during story time, the childminder uses props and asks children to name and find certain foods. She extends this by asking them to count the food out in order. However, at times, the childminder does not tailor activities skilfully enough to support younger children's learning during group activities.
- There is a strong emphasis on developing children's communication and language skills. The childminder talks in a clear voice, using single words and short sentences to help children to develop their speech. She gives children clear instructions and talks to them about what is happening. Children are listened to and given time to reply as they engage with the childminder.
- Children are very sociable and play cooperatively with each other. They enjoy opportunities to engage in stimulating role-play activities that develop their imagination. For example, children use pots and pans in the outdoor playhouse to make 'potato soup' for visitors. They laugh and giggle as they serve up the food.
- Children's behaviour is good. They are quick to respond to the childminder's instructions to help tidy up and put their coats on for outdoor play. However, the childminder does not apply rules and provide explanations about behaviour

consistently, such as ensuring that children understand why it is not safe to climb on furniture.

- The childminder has good relationships with parents. Parents speak positively about the childminder and their children's experiences at the setting. Their written feedback states that the childminder respects children and treats them as individuals. The childminder offers ideas for parents to use at home, to promote continued learning for children.
- The childminder is reflective of her practice. She attends mandatory training, such as paediatric first-aid training, to help keep children safe. The childminder is aware of the importance of keeping her skills and knowledge up to date and relevant. For example, she engages in frequent childcare training webinars to keep her knowledge and practice refreshed.
- The childminder uses opportunities to extend children's mathematical understanding. Children are encouraged to count throughout the day and understand size, quantity and positional language. For example, children are asked to compare the sizes of insects during outdoor play. This supports children's understanding of mathematical concepts well.
- The childminder encourages children to do some things independently, such as tidying away their toys and putting their coats on. However, the childminder does not make full use of opportunities to further develop children's skills. For example, children do not have regular opportunities to practise drinking from a cup. In addition, older children are not consistently encouraged to use their cutlery during mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe and secure. She understands safeguarding issues and knows who to contact if she has a concern about a child's welfare. She can talk with confidence about what she would do in a range of scenarios. The childminder understands the process to follow should there be an allegation made against her or a family member. Children are well supervised and encouraged to take age-appropriate risks during activities. The childminder accesses paediatric first-aid training to help her know what to do in a medical emergency.

What does the setting need to do to improve?

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

- tailor activities more effectively to support the different learning needs and developmental stages of children, specifically during whole-group activities
- increase opportunities for children to develop an understanding of the rules and expectations of behaviour

- enhance opportunities to help children to be as independent as they can be and to make the best possible progress.

Setting details

Unique reference number	319824
Local authority	Leeds
Inspection number	10286072
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	3
Date of previous inspection	31 October 2017

Information about this early years setting

The childminder registered in 1992 and lives in Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, 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 the 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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