

# Childminder report

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Inspection date: 8 August 2024

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder places a high priority on children's well-being. She is caring and keen for children to have fun at her comfortable home. The childminder supports children to form strong bonds with her and helps them to feel happy and relaxed. The childminder has high expectations for all children's behaviour. She has a good understanding of child development and knows the children very well. She adapts her approach to children's age and stage of development. This helps them learn to regulate their emotions and behaviour and understand what is expected of them.

The childminder plans stimulating activities that children enjoy. This helps them become deeply involved in their play and learning. She takes children on regular outings with other childminders, which gives them the chance to make more friends. She uses outings to stimulate children's interest in the natural environment and mathematical patterns in nature. This helps children become more aware of the world around them. The childminder sensitively identifies gaps in children's learning by making observations and talking to parents. She focuses her teaching effectively on what children need to learn next, building on their current skills and knowledge. Consequently, she provides a strong curriculum that ensures all children progress well and are prepared for the next educational stage.

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

- The childminder is very skilled at encouraging children to talk when she plays with them. She is careful not to ask too many questions. She pauses to give children time to think and respond. The childminder teaches children new words and models language extremely well. This helps children develop their speaking and thinking skills.
- The childminder regularly reads books with children. Children show they have remembered them as they use language from stories in their play. For example, they recite a spell as they mix potions after recently reading a story about a magic spell. These experiences help children develop a love of stories and build on their early literacy skills very well.
- The childminder introduces mathematical vocabulary while playing with children. She models words such as 'more', 'smaller', and 'how many'. The childminder introduces shape names and sizes when children create patterns. She sensitively supports children when they miscount and helps them to rethink their ideas. In these ways, she helps children develop their mathematical thinking.
- Children have lots of chances to be active. They develop small muscles and hand strength when they pick up small beads and squeeze play dough. Children develop control and balance when they carry water across the garden. They develop large muscles as they climb. By providing these experiences, the childminder helps children to successfully develop their physical skills.

- Children develop their independence. The childminder teaches children how to put on their shoes and coats. She shows them how to put their shoes on the correct feet. She effectively breaks tasks into smaller steps and gradually helps children to do more on their own. This way, the childminder ensures children become more independent and responsible as they get older.
- The childminder uses books and craft activities to help children learn about festivals and celebrations. At times, she encourages families to share how they celebrate special times. However, the childminder does not always deepen children's knowledge of different people, their languages and cultures, to enhance their understanding of what makes them unique.
- The childminder provides healthy drinks and snacks. She helps children learn about good hygiene, for example by regular handwashing. Children also enjoy learning about keeping their teeth clean when they role play being at the dentist. These activities raise children's awareness of the benefits of a healthy lifestyle.
- The childminder reflects on her setting and identifies areas to be improved. For example, after recent training, she made changes to the garden to make it more inviting for children. The childminder speaks to other childminders about making improvements. She chats regularly to parents about their child's learning. However, she does not seek feedback from them about her practice and ways to improve her setting.

## 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:**

- broaden children's understanding of what makes them unique
- strengthen self-evaluation and give parents more opportunities to share their views of the setting.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 319839                                                                            |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10354751                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 14                                                                                |
| <b>Date of previous inspection</b>                 | 5 November 2018                                                                   |

## Information about this early years setting

The childminder registered in 1987 and lives in Otley, West Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Ruth Mason

## 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Grandparents 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.

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