

Childminder report

Inspection date: 13 February 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 enjoy the time they spend at the childminder's home. They are consistently happy and confident. The childminder provides a settled environment, which children feel comfortable exploring independently. The childminder responds to children's feelings and provides comfort using cuddles and warmth. This helps children to have strong bonds with the childminder. Children behave well. Older children allow younger ones to join in their games. Children roll dice, then help each other to count the spaces during a board game. The childminder supports children to manage their emotions. She explains sensitively to younger children which coloured counters are theirs. This helps to build children's resilience and understanding of rules.

Children learn to be independent at this setting. They are given a choice of healthy snacks during the day. The childminder communicates her expectations to parents to ensure that children's lunch boxes are nutritious and varied. Children wash their hands before eating. They understand the benefits of a healthy lifestyle. Children enjoy being physically active. The childminder uses local greenery to build obstacle courses for children to practise their balancing skills. Children visit local parks and spend time outdoors to develop their gross-motor skills, such as climbing.

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

- The childminder builds strong relationships with parents. She spends time before children start getting to know their family and current stage of development. The childminder shares children's next steps in learning with their parents. She uses a messaging service to suggest activity ideas for children to do at home. This helps to provide continuity of learning between home and the setting for children.
- The childminder plans a curriculum that considers children's interests and enjoyment. Children enjoy painting pasta tubes and sprinkling glitter on to create necklaces to gift to their parents. However, the childminder does not consistently plan activities to build on children's current knowledge and skills. This means that children's learning is not always extended during activities.
- The childminder has a good understanding of how to use her local area to enhance children's experiences. She works alongside another childminder and takes children on day trips to give them opportunities they may not otherwise have. For instance, the childminder hires a minibus and takes children to the coast for the day. Children travel to other cities to visit railway museums. This helps to develop children's understanding of the world they are living in and gives them real-life experiences to build their knowledge. Parents comment that the childminder 'goes the extra mile' to give their children positive experiences.
- The childminder understands the importance of children's communication and

language development. She sings to babies and says keywords for toddlers to repeat. Children who speak English as an additional language are supported to build their vocabulary when the childminder regularly narrates on their play. However, the childminder does not consistently use children's home languages in the setting. She recognises this as an area to focus on for her continued professional development.

- Children are given opportunities to lead their own learning. The childminder plans activities that children can take part in, or they can choose to adapt them to follow their own interests. Children follow on from painting pasta, to painting pictures of planets, including the earth. They add spaceships and the sun to represent the solar system. Children are confident in expressing their own thoughts and ideas during their play.
- The childminder plans and rotates resources according to children's next steps in learning. Children who are working on resilience are encouraged to solve problems. They explore a car transporter and turn cars to ensure that they all fit. Children explore jigsaws. They use their fine motor skills to twist the pieces into the spaces on the board. Children are praised for persisting and achieving their goals.
- The childminder has a strong relationship with other professionals. She works regularly with another childminder and attends meetings with a group of local childminders. She uses these meetings to share ideas and implement changes. She reflects on her practice regularly. This helps the childminder to maintain her teaching to a high standard and helps children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe in the childminder's home. They cannot access areas out of the childminding rooms without adult supervision. The childminder has a good understanding of different forms of abuse. She knows the indicators of the types of abuse and the procedures she would take to record and report these concerns. The childminder understands the signs of additional safeguarding issues, such as female genital mutilation, radicalisation and extreme views. She knows who to contact if she has a concern about a child or a colleague working with children.

What does the setting need to do to improve?

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

- plan activities more precisely to build on what children already know and can do, so that they make the best possible progress
- extend knowledge of how to further support children who speak English as an additional language.

Setting details

Unique reference number	319859
Local authority	Leeds
Inspection number	10263671
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 9
Total number of places	6
Number of children on roll	0
Date of previous inspection	9 May 2017

Information about this early years setting

The childminder registered in 1993 and lives in Middleton, Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Wednesday, and before and after school on Thursday and Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Abby Clarkson

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 and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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.

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