

Childminder report

Inspection date: 14 May 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with a welcoming, calm, home-from-home environment. Children form a strong bond with the childminder. They are very settled and confident in her nurturing care. The childminder is a special and trusted adult in the children's lives. She promotes their physical and emotional well-being very effectively. The childminder is clear in her expectations of behaviour. Children understand the importance of showing kindness and empathy towards each other. They name different emotions and can recognise when others show their emotions.

The childminder is ambitious for all children in their learning, overall. She reads stories about raindrops with expression and uses a story to inspire children to make discoveries in her garden. The childminder provides different umbrellas and magnifying glasses for children to explore the rain. She encourages them to observe carefully. Young children notice that the raindrops look different on the patterned umbrellas. The childminder challenges children's thinking to expand their knowledge. Children state fluently 'there is no sun or rainbows today, just rain from clouds'. They display a strong knowledge of nature.

The childminder provides an inclusive approach for all children. She fully supports their individual developmental needs. The childminder ensures that children's dietary requirements are supported and meticulously adhered to.

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

- The childminder provides a strong focus on supporting children's social skills including playing together, taking turns, waiting patiently and being kind. She teaches young children how to play junior versions of traditional board games. Children enthusiastically set up the board and excitedly select a card. They recognise the symbol to pass go. Children concentrate well. They delight when the childminder lands on the picture they have bought. Children confidently state, 'you've landed on my octopus, pay one pound please'.
- The childminder provides a wide range of outings to help broaden and enrich children's experiences. Children enjoy trips on the bus to Leeds. They shop with the childminder in the market and buy fruit and vegetables for meals. Children are curious and observe the historical clocks with moving parts in the Victorian arcades. The childminder also takes children to nearby historic cities, to the farm, on adventures to the forest and on mud explorations. Children are enthusiastic learners and develop a strong understanding the world.
- Parents speak very highly of the 'dedicated and passionate' childminder. They are kept informed about their children's learning and development during daily discussions and through individual family group chats. Parents value the 'home from home' care the childminder provides and the 'wealth of outings and life

experiences she provides'. They feel their children 'flourish' and are provided with 'love' in the childminder's care.

- The childminder provides many opportunities for children to develop their mathematical knowledge and skills. She teaches mathematics especially well. Children recognise numbers, count confidently and identify how many objects there are altogether without counting them. They also name shapes and are learning about measurement. However, the childminder has not fully explored creative ways to motivate children, particular boys, to draw and write, to extend their learning.
- Children concentrate deeply as they fasten tubes together with tape to make binoculars. The childminder sensitively gives the correct pronunciation to support their language skills. Children pronounce new words confidently. They talk fluently about saving the planet and recycling. The childminder is highly responsive to children's ideas and encourages their thinking. However, on occasion, she does not consistently encourage and support parents to let their children do tasks independently.
- The childminder is well respected. She develops strong partnerships with the local nursery and school. The childminder works closely with nurseries where care is shared to provide a consistent approach for children. She supports children to fully understand the topics they are working on at nursery. The childminder helps children to consolidate their understanding of opposites. Children confidently identify opposites, such as 'big' and 'small'.
- The childminder encourages children to be independent. Children cut their own toast and fruit during morning snack. They wash their hands and understand the importance of using soap and hand gel. Children also manage their own personal care confidently.

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:

- provide a wider range of opportunities to inspire and motivate boys, in particular, to develop their interest and confidence in drawing and early writing
- further encourage and support parents to ensure a consistent approach in helping children to persist in doing tasks for themselves.

Setting details

Unique reference number	320027
Local authority	Leeds
Inspection number	10339164
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	3 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 1996 and lives in Middleton, Leeds. She operates all year round, from 6.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early years education for three-year-old children.

Information about this inspection

Inspector

Angela Sugden

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 discussed her intentions for children's learning with the inspector.
- The inspector spoke to children and observed them as they played indoors and outdoors, and during daily routines.
- The childminder and the inspector carried out a joint evaluation of a board game activity chosen by a child. They discussed teaching and the impact this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents told the inspector, through telephone discussions and written feedback, how well the childminder supports their children's learning and how she keeps them informed. They also told the inspector about the outings their children enjoy with the childminder and how she keeps them safe.

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

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