

Childminder report

Inspection date: 17 July 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

Children are happy in the care of the calm and nurturing childminder. Children thoroughly enjoy their time with the childminder. They laugh and giggle together often throughout the day. Children confidently move around the childminder's safe and secure home. They enjoy making choices about their day. For instance, they ask the childminder if they can go outside. Children choose to listen to their favourite songs. The childminder is responsive to children's requests. Children feel recognised and listened to.

The childminder has developed a simple but effective curriculum. She places a high importance on helping children to learn the key skills they need for moving on to school, such as their communication skills, social skills and confidence. The childminder encourages parents to share information about children's development during the settling-in process. She uses this information, alongside her ongoing assessments, to monitor children's progress. The childminder knows children well and offers a range of adult-guided and child-led experiences, which promote children's learning across all areas.

The childminder is fair and consistent in supporting children's behaviour. Children are polite and follow routines very well. For instance, they tidy away toys when reminded and remember to say please and thank you. Children behave well and are motivated in their play and learning.

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

- Supporting children's personal development is a key strength of the childminder. When children struggle to learn new skills, such as bouncing on a space hopper, she encourages them to keep trying. The childminder celebrates children's achievements enthusiastically. Children beam with pride when they succeed, exclaiming they are 'big and strong'. The childminder helps to build children's confidence and resilience through her positive interactions with children.
- The childminder is skilled in supporting children's communication and language development. Children hear lots of language throughout the day as the childminder uses every opportunity to model language. She spontaneously sings songs and nursery rhymes, which children enjoy immensely. Children copy the childminder as she names animals, roars like a dinosaur and imitates animal noises. Children make good progress in their communication and language development.
- Children are eager to participate in the activities and experiences on offer. For instance, children cheer and bang on the table with excitement as the childminder gets out the paints and paintbrushes. The childminder acts swiftly when children grow tired of activities. She offers new experiences to ensure that

children remain consistently engaged in learning.

- The childminder provides children with experiences beyond her home. For instance, children visit the local library and parks. They attend sports day at a local primary school. These experiences help to provide children with opportunities to socialise and learn about their community.
- The childminder ensures that children have plenty of opportunities to be physically active. Children enjoy dancing, moving round the garden on ride-on toys, pushing wheelbarrows and kicking balls. The childminder helps children to develop important physical skills, such as strength, coordination and balance.
- The childminder helps children to manage their feelings and behaviour. For example, when children want a toy that is already being used, she intervenes with developmentally appropriate explanations. For babies, the childminder uses distraction to help them to regulate their emotions. Children learn to be kind, express themselves in a positive way, take turns and develop patience.
- The childminder builds strong partnerships with parents. She keeps them well informed about their children's day through messages and photos. The childminder lets parents know how their children are making progress and how she is helping children on to their next stages. Parents appreciate the childminder's suggestions about how they can continue to support their children's learning. They regularly share children's achievements with the childminder. Children benefit from the consistent approach to supporting their learning and development.
- The childminder ensures mandatory training, such as paediatric first aid, is up to date. However, the childminder does not identify areas of development or seek relevant training opportunities, to help raise the quality of her practice even further.

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:

- identify areas for professional development and access training to extend skills and knowledge to raise the quality of practice to an even higher level.

Setting details

Unique reference number	320035
Local authority	Leeds
Inspection number	10351411
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	4 September 2018

Information about this early years setting

The childminder registered in 1995 and lives in the Garforth area of Leeds, West Yorkshire. She operates all year round, from 8.30am to 4pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Stringer

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 around the premises and discussed how she ensures 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 the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the 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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