

Childminder report

Inspection date:

5 September 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled while in the care of this calm and caring childminder. The childminder encourages children to have a positive attitude to their learning. Children persevere when building a castle from magnetic shapes. They keep on trying when it falls. They show good levels of concentration as they persist in completing the task. Children are happy to help tidy away their toys. They take pride in helping the childminder carry out simple jobs. For example, they go to fetch a book for their friend. Behaviour is good.

The childminder provides opportunities for children to be out in the community. They visit the library, go to playgroups and visit museums. Children enjoy visits to the park, and they talk about going on a dinosaur trail. Children learn about the world around them.

The childminder finds out about children's likes and dislikes before they start. She asks parents about their children's daily routines and how to comfort them. This means children settle quickly. Children feel safe and secure. The childminder teaches children about health and hygiene practices. Children wash their hands after using the toilet and before eating. The childminder talks to parents and children about oral hygiene. She encourages families to register with a dentist.

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

- The childminder plans a curriculum to meet the needs of the individual children. She teaches children to be confident, independent learners. The childminder builds on what children already know and can do. This helps to ensure that children are ready for their move to school.
- The childminder reflects on the activities she provides. She supports the individual needs of children well. The childminder adapts the activities to challenge the older children. For example, children build with magnetic shapes. The childminder asks the older children to test where the magnets might stick. Children explore how the magnets stick to metal objects.
- Children develop their independence skills. They help put the plates on the table ready for lunch. Children help themselves to cutlery when they need a spoon for their yogurt. They help to tidy up and scrape their plates into the bin.
- Lunch is a social time. Children sit together and enjoy their food. The childminder supports children to develop their language and communication skills. She models language effectively. She asks questions and encourages children to remember and talk about past experiences. For example, they remember and talk about a recent visit to the park. Children talk with their friends.
- Children enjoy listening to stories. They access a range of books. The

childminder reads books with the children. Overall, children engage and listen well. However, sometimes children cannot always focus on the story. For example, the childminder reads a story while the children are having lunch. She stops and starts the story as she helps with the tasks of lunchtime. Children sometimes become distracted and lose focus.

- The childminder models using the words 'please' and 'thank you'. She supports children to resolve differences. Children learn to take account of each other's feelings. The childminder supports children to have 'kind hands', share and take turns. She explains why they cannot have something another child is using. This helps children to learn how to behave well.
- The childminder works well with outside agencies. She supports children with special educational needs and/or disabilities (SEND). The childminder attends meetings. She uses the strategies given to support children in their development. Children with SEND make good progress.
- The childminder supports children to prepare for the transition into school. She talks to the children about what they will be doing at school. The childminder encourages children to become confident speakers. They practise saying 'good morning' when she calls their name.
- Parents are happy with the care their children receive. They report that the childminder is very supportive and builds positive relationships. Parents feel well informed about their children. They receive regular updates through reports, newsletters and verbal communications.
- The childminder reflects on her own professional development needs. She is active in seeking out training opportunities. A plan is in place to ensure she continues to improve her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is aware of the correct procedures to follow to report any concerns about the welfare of children. The childminder is aware of how to report any allegations made about her, or any other member of her household, correctly. She teaches children how to keep themselves safe. The childminder explains why they should not stand on a chair, 'in case they fall', and demonstrates how they can get down safely. She talks to children about the dangers they may come across while using technology. This helps to promote children's welfare and keep them safe.

What does the setting need to do to improve?

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

- consider the effects of routine activities when sharing stories so that children can focus and engage in the story.

Setting details

Unique reference number	320054
Local authority	Leeds
Inspection number	10257470
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 September 2022

Information about this early years setting

The childminder registered in 1996 and lives in Beeston, Leeds. She operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3. She receives funding to provide early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Miriam Caldecott

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on 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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