

Childminder report

Inspection date: 12 December 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 interacts warmly with children, all of whom are under two or have just turned two. Children, including new babies, are very settled and have secure attachments to the childminder. This helps them to feel safe and secure and to play happily. Children are familiar with daily routines. They excitedly help to tidy up before taking part in the 'What's in the bag?' nursery rhyme activity and readily wash their hands before eating. The childminder responds to babies' care needs to promote their emotional and physical well-being. For example, she prepares their lunch earlier to fit around their nap time. The childminder's continued professional development has an overall positive impact on her teaching and children's learning.

The childminder plans a generally effective curriculum that helps children to make good progress and be ready for their next stage of learning. For example, she promotes the development of their speech very well, which includes fostering a wonderful love of stories and songs. Babies smile and babble in response to the childminder's interactions as she shows them how to shake the musical instruments. This activity helps to develop their small-muscle strength. Babies snuggle on the childminder's knee as she reads a story to other children, who excitedly engage with interactive books. The childminder positively reinforces expectations, such as encouraging children to take turns to press the buttons. Children spontaneously sing 'tidy up, tidy up', as they help to put things away.

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

- The childminder has an abundance of toys to support children's learning. However, those that facilitate babies' curiosity in tactile media are more narrow and the playroom is somewhat overwhelming. Consequently, children and babies are not always engaged and sometimes lose focus. Babies do not have as much clear floor space to practise their developing mobility.
- The childminder enriches children's experiences through outings, which link to their individual next steps in learning and key educational programmes. For example, children develop their physical and social skills through visits to toddler groups and soft-play centres.
- The childminder links activities to outings to reinforce children's learning. For example, children visit a farm while learning about animals. Back at the childminder's home, they complete animal puzzles and take part in activities, such as a farm-themed tactile activity tray. Children are enthralled by books that generate animal sounds when they press buttons.
- The childminder works in excellent consultation with parents to build a picture of new children and help them to settle in. She asks parents to share important information, such as babies' daily routines at home and each child's developmental stage.

- The childminder continually shares children's ever-increasing development and next steps in learning with parents to support children's progress together. Parents share regular updates, which helps to inform the childminder's assessments and future plans for children's learning. However, information-sharing with staff at other settings, such as nursery staff, is less well developed to fully complement wraparound children's care and learning.
- The childminder promotes children's development of early language effectively. She constantly narrates, asks simple questions, and models words and simple phrases that children say or copy. The childminder introduces new words while reading interactive tactile stories. For example, she encourages children to feel the 'soft' and 'fluffy' sheep.
- Children are engrossed in a lift-the-flap story focused around their interests, such as posting things and animals. For example, the childminder reads an engaging story about a child who writes to the zoo for a pet. Children have immense fun posting the 'unsuitable' animals into the home-made postbox to send them back.
- The childminder helps to foster children's self-esteem and confidence. She praises and encourages babies as they pull themselves to standing and cruise around furniture. She acknowledges children's 'amazing' towers as they build with wooden blocks.
- The childminder introduces a range of healthy foods during daily care routines that build on children's independence skills. Babies demonstrate good small-physical skills as they determinedly pick up soft vegetables using their pincer grasp. Children learn how to use the spoon to sprinkle cheese on the home-made tomato and vegetable pasta dish.
- Children delight in activities that the childminder plans to help to develop their social skills and speech. For example, children happily take turns to pick a familiar prop from the song bag. They enthusiastically join in with the actions, which the childminder models, along with the sounds of the castanet and bells. The activity ends with the childminder clapping and praising children.

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:

- improve the organisation of the learning environment to support babies' and children's focus on learning, stage of development and interests to the highest level

- exchange more precise information with other providers to better support children's transitions as they move between settings and to complement their care and learning.

Setting details

Unique reference number	320101
Local authority	Leeds
Inspection number	10357709
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 February 2019

Information about this early years setting

The childminder registered in 1996 and lives in the Roundhay area of Leeds. She operates Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The inspector held discussions with the childminder to understand how she organises her early years provision and implements the curriculum.
- The inspector observed the quality of education during indoor activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector viewed written feedback from parents.
- The inspector sampled documents, including those related to children's learning and the childminder's continued professional development.

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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