

Childminder report

Inspection date: 20 June 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 arrive happy and eager to start their day. The childminder creates a warm and welcoming home-from-home environment for the children she cares for. Her calm, gentle and respectful manner towards the children supports them to develop strong bonds with her. Children demonstrate that they feel safe and secure, approaching visitors with confidence and curiosity.

The childminder implements an engaging curriculum that is designed to help each child make the progress they are capable of. She plans a range of stimulating activities and experiences to support children to learn and explore. For example, children are encouraged to observe the effects of nature and go on regular bug hunts. They use binoculars to explore the garden and spot woodlouse and beetles. The childminder challenges children to compare the insects and match them to the pictures on their bug-hunt sheets. Children make good progress in their learning.

The childminder is a positive role model. She is kind and patient, which helps children to be relaxed in the play environment. Children understand the routines and expectations of the childminder and behave well. The childminder models good manners and encourages the children to say 'please' and 'thank you'. She supports children's emotional security through regular praise and encouragement. This builds their self-esteem and confidence well.

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

- The childminder supports children's growing independence well from a young age. She encourages children to do things for themselves. For instance, children feed themselves, wash their hands and put their own shoes on before they go outside. The childminder encourages children to select their own resources and make decisions about what they want to eat first at mealtimes. This prepares children well for their eventual move to school.
- Children benefit from an environment that supports their speech and language development well. The childminder holds conversations with children as they play. For example, they talk about how many sugars visitors want in their cup of tea during imaginary play. The childminder sings songs and reads stories using an expressive voice and leaves gaps to encourage children to join in and fill in the missing words. This helps children to become confident communicators.
- Overall, the childminder has good partnerships with parents. Parents praise the high level of care that children receive. The childminder provides parents with daily verbal feedback and photos of activities and places the children have been. However, the childminder does not provide more in-depth feedback about children's development, next steps or ways parents can support their children's learning at home. This means children are not always benefiting from a two-way

flow of information to fully support consistency in learning.

- The childminder reflects on her practice and accesses relevant training opportunities to improve her knowledge. For example, recent training helped her to extend her understanding of supporting children's numeracy development. The childminder receives regular local authority updates and networks with other childminders to share information and practice. This supports the childminder to continually enhance her early years knowledge and teaching skills.
- The childminder ensures that children learn about the importance of leading healthy lifestyles. She takes them for regular walks and ensures they have time in the garden each day. Children visit the local park to play on more advanced play equipment and develop their large muscles. The childminder provides children with fresh fruit and water each day and makes sure that packed lunches are healthy and well balanced.
- The childminder regularly takes children out into the local and wider community. They have regular walks in the environment and enjoy visits to the community gardens to play in the mud kitchen and explore nature. Children benefit from visits to play groups to mix with other children of a similar age. This enhances children's knowledge of the wider world and gives them the opportunity to socialise with other children.
- Children lead their own learning. The childminder believes learning should be child led and allows children time and space to explore what they are interested in. She provides a range of activities and resources that support children's individual needs and interests. However, on occasion, the childminder does not fully consider the learning intentions of activities. As a result, children's attention is not always fully sustained and interactions do not precisely support children's learning and development targets.

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:

- strengthen partnership with parents and share information about what children are learning and their next steps to help parents to support their children's learning at home
- ensure that activities have a clear learning intention to fully support children's engagement and learning.

Setting details

Unique reference number	320126
Local authority	Leeds
Inspection number	10351545
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	2 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 1997 and lives in Kirkstall area of Leeds, West Yorkshire. She operates all year round, from 8am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jennifer Cowton

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 her setting.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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

T: 0300 123 1231
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