

Childminder report

Inspection date: 13 November 2023

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 experienced childminder creates a homely environment to help children to feel happy and settled. Children form strong bonds with the childminder, who provides them with plenty of encouragement and reassurance. This helps to build children's confidence, so they willingly try new experiences. Children show considerable concentration as they squeeze out paint and use brushes and their fingers to complete their pictures. They persevere as they learn how to make icing the correct consistency to decorate biscuits. Throughout these activities, the childminder skilfully introduces mathematics. For example, she supports children to count and to learn terms such as 'more' and 'less'.

The childminder plans regular trips for children to the local park and to the woods. She helps children to learn about the natural world. Children also have opportunities to develop their physical skills, such as they climb and balance. The childminder also plans activities to help children to find out more about the diversity of the local community. These experiences help children to develop a positive view of themselves and others.

There is a strong focus on supporting children to be ready for school. The childminder encourages children to try to do things by themselves, such as putting on their coats and shoes. She takes children to weekly stay-and-play sessions to provide opportunities for children to socialise with larger groups of children, and to learn to share and take turns. The childminder establishes clear routines. This helps children to know what they will be doing next. She explains that children need to help tidy up before lunch. Children beam with pride as the childminder praises them for being so helpful.

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

- The childminder clearly knows what she wants children to learn during their time with her. She follows children's interests and provides a wide range of different resources to stimulate their curiosity. The childminder places a particular focus on developing children's communication and language skills. She introduces children to a wealth of new vocabulary as they play. The childminder listens carefully to what children are trying to say. She then repeats words clearly so that children hear the correct pronunciation.
- The childminder knows children extremely well. She collects plenty of information from parents when children start to attend. This, together with her accurate assessments of children's development, helps the childminder to plan what she wants them to learn next. However, at times she does not pinpoint the specific skills or knowledge individual children need to develop. For example, she recognises that a creative activity is helping children to develop their

coordination and accurately identifies what children are doing well. However, she is not as clear about what she wants children to do next to help them to make even more progress.

- Children thoroughly enjoy selecting their favourite books. They climb on to the childminder's knee and listen attentively as she reads to them. Children giggle with delight as they explore a story sack with knitted pigs, a wolf with huge teeth, and containers with straw, sticks and straw. The childminder uses these props and pictures in the book to encourage children to tell the story themselves. This supports children's vocabulary and their imaginations.
- The childminder generally promotes children's good health effectively. Children have plenty of opportunities for exercise and fresh air. They also learn about when they need to wash their hands. The childminder works with parents to try to ensure that children have healthy packed lunches. However, she does not consistently use opportunities presented through discussions to promote children's oral health.
- Parents provide extremely positive feedback about the service which the childminder provides. They say that their children thrive in her care. Parents value the fact that the childminder has clear expectations about children's behaviour and promotes good manners. Parents also welcome the way she liaises with staff to ensure that their children's needs are met if they also attend school. The childminder also provides information and support to parents if she identifies that children may not be making as much progress as they should.
- The childminder is highly reflective and seeks out appropriate training opportunities. For example, she has recently attended a course on promoting children's early talk. The childminder welcomes advice and support from her local authority. In addition, she takes advantage of opportunities to discuss and share good practice with other local childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the important role she plays in keeping children safe. She always supervises children vigilantly, including when they are eating and sleeping. The childminder teaches children about road safety when out and about. She regularly updates her safeguarding training. The childminder has a good understanding of signs that may indicate a child is at risk of harm. She knows how to alert relevant agencies if she has concerns about a child's welfare. The childminder's procedures are also clear if there is an allegation against herself, a household member or another professional.

What does the setting need to do to improve?

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

- focus more precisely on what children need to learn next so that activities are planned to support individual children to make even more progress
- consider how to promote children's oral health more effectively.

Setting details

Unique reference number	320214
Local authority	Leeds
Inspection number	10304811
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	0 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 1996 and lives in Morley, Leeds. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She offers funded early education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The inspector considered written feedback from parents.
- 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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