

Childminder report

Inspection date: 6 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the care of this kind and nurturing childminder. The childminder offers cuddles and gently soothes children when they need reassurance. This helps children to feel emotionally secure in her care. Children enjoy a balance of adult-supported activities, as well as activities of their own choosing in the childminder's dedicated playroom. They engage well with all experiences and play opportunities. Children focus and concentrate for long periods as they play. They receive praise and encouragement from the childminder for their efforts. This helps children behave well and develop positive attitudes to their learning.

Children benefit from regular opportunities for outdoor play in the childminder's garden or at the local park. The childminder supports children to develop their physical skills. For example, children practise throwing and catching balls or riding on wheeled toys. They enjoy daily walks to collect their friends from school. These regular opportunities for fresh air and exercise promote children's good health and well-being.

Children enjoy the responsibility of doing things for themselves. For instance, children take themselves to the toilet and manage their personal needs well. The childminder promotes good hygiene routines. For example, she encourages children to wash their hands after playing outside or using the toilet. Children learn how to feed themselves at mealtimes using cutlery. Consequently, children grow in confidence as they develop their independence.

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

- The childminder speaks clearly to children. She repeats new words that she wants them to learn. The childminder uses flashcards and picture books to support children's understanding of new words. She talks about what children are doing and asks questions as they play. This supports children to develop their language and communication skills.
- The childminder provides children and their parents and carers with several settling-in sessions when they first begin to attend her setting. These sessions help children and the childminder get to know each other. This supports children to feel settled once they begin to attend for longer sessions.
- The childminder knows the skills and knowledge that she wants children to learn. She plans learning activities to support children's language skills and knowledge of numbers. However, the childminder does not consistently consider what children already know and can do. This does not support her to further challenge and extend children's learning when they show that they have achieved a learning outcome.

- Children learn to be kind and caring towards each other. For example, older children happily share their toys with the younger children. Children listen and respond well to the childminder's instructions. The childminder puts in place strong daily routines and high expectations for children's behaviour. Consequently, their behaviour is good.
- Children enjoy regular outings in their local community. For instance, they find out more about nature when the childminder takes them to the local nature reserve. However, children do not receive consistent opportunities to learn more about other faiths and cultures. This does not fully support them to develop their understanding and knowledge of diversity.
- Parents report that the childminder provides a warm and welcoming environment. They say that she treats the children in her care like family. Parents say that their children enjoy attending and build good relationships with the childminder. They appreciate the opportunities that the childminder provides to support children's health. For example, the childminder helps children to brush their teeth at her setting. This supports children to develop good oral health.
- The childminder carries out progress checks on children between the ages of two and three years. This supports her to identify and act on any gaps in children's learning. She works in close partnership with parents and external professionals. This helps to ensure that she gives the right support to children with special educational needs and/or disabilities.
- The childminder makes sure that her mandatory training, such as safeguarding and paediatric first-aid training, remains up to date. This supports her to ensure children's ongoing safety and well-being. She has attended training on children's feeding and how to support children with health conditions. This helps her to support children with additional health needs.

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:

- use knowledge of what children already know and can do to provide further challenge for children and extend their learning
- strengthen the opportunities for children to learn more about faiths and cultures that are different to their own, to support their understanding of diversity.

Setting details

Unique reference number	320288
Local authority	Leeds
Inspection number	10346958
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 12
Total number of places	6
Number of children on roll	13
Date of previous inspection	14 August 2018

Information about this early years setting

The childminder registered in 1999 and lives in the Swillington area of Leeds, West Yorkshire. She operates all year round except for bank holidays and family holidays. Sessions are from 7am to 9am and from 3.30pm to 5.30pm on Mondays, Thursdays and Fridays, and from 7am until 5.30pm on Tuesdays and Wednesdays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Samantha Lambert

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 discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- 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 inspector carried out a joint observation of a mathematical activity with the childminder.
- Parents shared their views on the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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