

Childminder report

Inspection date: 22 April 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 caring childminder creates a nurturing and welcoming environment, where children feel happy and safe. Children settle very quickly and build strong bonds with the childminder, who knows them and their families well. This helps children to be confident and gain a sense of belonging.

The childminder provides children with a sequenced and ambitious curriculum to support their learning. She makes regular observations of children's development and uses this information, alongside their current interests, to plan engaging activities. Children have an abundance of resources and activities to select from throughout the day. They are inquisitive and actively explore and investigate their surroundings. For example, children learn about the days of the week and the weather using an interacting board. The childminder extends children's learning and explains how the rain comes from the clouds in the sky. This supports children to make good progress.

The childminder supports children's physical development well. She provides regular opportunities for children to develop their fine and gross motor skills. For instance, children enjoy using tweezers and peeling the backs off stickers during craft activities. This helps to develop their pincer grip in readiness for early writing. The childminder takes children to soft-play centres and local parks, where they climb, balance and play on larger play equipment.

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

- The childminder is inclusive and celebrates diversity. Children have many opportunities to learn about and understand other communities and religious beliefs. The childminder gathers information from parents about important cultural events to provide broader experiences for the children. For example, children enjoy learning about the Jewish Passover Seder festival. This helps children to respect and value the similarities and differences outside of their own communities and religious beliefs.
- The childminder is a positive role model and, overall, children behave very well. She sets clear rules and helps children to learn the daily routines. Children receive regular praise for their efforts. This supports their confidence and self-esteem. However, the childminder occasionally forgets to remind children to be polite, for example, by encouraging them to say please and thank you. Additionally, young children are not encouraged to tidy after themselves before beginning new activities. This does not fully help them to learn to respect the resources available to them.
- The childminder demonstrates a genuine enthusiasm for her work and is committed to continuously developing her practice. She completes all mandatory

training, such as safeguarding and paediatric first aid. The childminder also seeks training and research which helps to build on her existing knowledge and enhance the provision for children further. For example, she has completed recent training in the different ways of engaging younger boys in their learning.

- The childminder supports children to develop their early mathematical skills. For example, children show their developing awareness of prepositions as they place weather cards 'under' the board. The childminder encourages children to count within activities and to explore and understand size and quantity.
- The childminder supports children to become confident communicators. She asks questions to encourage children to think and extend their learning. The childminder allows children the time they need to respond and models language clearly to them. Children learn new words regularly to build on their vocabulary, such as 'kingfisher' and 'aubergine'. The childminder develops children's understanding of these new words and builds their vocabulary.
- On occasion, the childminder works with assistants. She has systems in place for checking the suitability of them and is aware of her responsibilities in relation to safer recruitment. The assistants have completed mandatory training, such as paediatric first aid. However, the childminder's arrangements to support and coach these individuals are not robust enough to help identify areas to improve. For example, the childminder does not offer coaching, support or additional training to ensure her assistants are fully aware of their roles.
- The childminder develops children's independence well. Children access their own learning and select resources that interest them. The childminder supports children to wash their hands correctly before meals and children enjoy helping to prepare their snacks, such as strawberries and apples. This supports children well for their eventual move to school.

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:

- help children to develop a deeper understanding of age-appropriate rules and expectations to support their learning even further
- implement effective coaching, training and support for all individuals working with children to help them improve their knowledge, understanding and skills.

Setting details

Unique reference number	320533
Local authority	Leeds
Inspection number	10335475
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	12
Date of previous inspection	18 June 2018

Information about this early years setting

The childminder registered in 1999 and lives in Shadwell, Leeds. She operates during term time from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children. The childminder occasionally works with assistants.

Information about this inspection

Inspector

Jenny 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.
- 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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