

Childminder report

Inspection date: 7 August 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 childminder provides a warm, inclusive, home-from-home environment for all children. Children develop close attachments to the childminder through her care and affection. For example, they readily go to her for cuddles and reassurance if they become unsettled. This helps children to feel safe and secure and interact positively with the childminder and other children.

The childminder implements a well-organised and ambitious curriculum across all areas of learning. For example, children use their imaginations and make oat cakes during outdoor play. They use measuring scales to weigh the oats and use spoons to mix them. The childminder extends play through questioning and adding further resources, such as sieves. Children of all ages show a positive attitude to learning and make good progress in readiness for school.

Children behave well. They enjoy the warm praise that the childminder offers. The childminder is a good role model and has high expectations for children's behaviour. She reminds children of what is acceptable behaviour and guides them in their behaviour choices. For example, she encourages children to learn to share toys with each other during play. The childminder works in partnership with parents to ensure that children receive clear and consistent messages about what is expected of them.

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

- The childminder plans activities based around children's interests. Children have a can-do attitude to their learning and actively join in with planned activities and experiences. For example, they enjoy using sponges and paints to learn about colours and shapes. The childminder asks the children to name the colours. However, she does not consistently challenge older children's learning to help them build on what they know and can already do. This means that the most able children are not consistently challenged.
- The childminder recognises the importance of developing children's communication and language skills. She provides children with a language-rich environment and engages them in meaningful conversations. For example, during snack time, she speaks to the children about the different types of melon they can choose from. The childminder repeats words back to the children, using the correct pronunciation. She also builds silence into her own communication to allow children the time they need to respond.
- The childminder supports children to develop healthy lifestyles. Children have access to a well-equipped outdoor area each day to develop their physical skills. They enjoy regular walks to the local park to play on more-challenging play equipment. The childminder provides children with healthy snacks and a range

of healthy, home-cooked food that children all enjoy. This means that children's understanding of healthy lifestyles is well supported.

- Partnerships with parents are strong. Parents speak highly of the childminder and the care their children receive. They value the progress their children have made since starting. Parents describe the childminder as 'patient', 'kind' and 'calm'. The childminder shares information with parents each day about what their children have been doing and sends photos home. She provides ideas for parents to continue children's learning at home.
- Children learn about different cultures and backgrounds through planned activities, conversations and books. For example, children learn about different festivals, such as Chinese New Year. They find out interesting facts and try traditional Chinese food. This develops children's understanding of other cultures and prepares them for life in modern Britain.
- Overall, children are encouraged to be independent learners. They make choices in their play and select resources themselves. However, occasionally, the childminder is quick to intervene and carry out tasks which children can do for themselves. For example, she asks older children to pour paints into pots. Although they are willing to try, the childminder does not give them enough time to be involved as she proceeds to do it for them. This does not promote children's independence as much as possible.
- The childminder reflects on her practice and develops new ideas for her setting. She attends regular training to support her professional development. For example, she has recently received training to support her understanding of the impact of the COVID-19 pandemic on children's development. The childminder uses the knowledge gained to enhance the quality of education for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children in her care. She knows the correct procedures to follow and who to contact should she have any concerns about a child's safety or welfare. The childminder knows the importance of reporting any allegations made against herself or anyone in her household and who she needs to report these to. She accesses training that helps to keep her knowledge up to date. This is a safe environment for children.

What does the setting need to do to improve?

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

- provide older children with the highest level of challenge that builds precisely on what they already know and can do
- extend the opportunities for older children to develop their independence skills even further.

Setting details

Unique reference number	320808
Local authority	Leeds
Inspection number	10301337
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	9
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2001 and lives in the Farnley area of Leeds, West Yorkshire. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 the setting.
- The childminder showed the inspector around areas of her setting 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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