

Childminder report

Inspection date: 25 October 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

Children flourish in the childminder's nurturing and very well-resourced environment. The passion the childminder has for her role is evident as she places children at the centre of everything she does. All children show very high levels of confidence as they chat to visitors to the setting. Older children eagerly discuss their different dinosaurs and younger children point to facial features on different soft toys. The childminder gives lots of praise and encouragement. This is shown in the very high levels of emotional well-being and self-esteem displayed by children.

The childminder has high aspirations for children to succeed. She uses her knowledge of what children already know and can do to plan a curriculum to enhance their skills and abilities. The childminder recognises older children have an interest in numbers and the ability to count in sequence. Children point to the individual dots on large dice as the childminder encourages them to count the exact numbers. Younger children develop their understanding of numbers as they join in, pointing their fingers and trying to say the numbers.

Children's behaviour is very good. They are kind and considerate to each other and are happy to wait their turn. Older children are proud to be role models for younger children. For example, when washing their hands, older children make sure younger children are watching and copy their actions. All children delight in showing how they carefully dry their hands and how clean their hands are.

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

- The childminder is a skilled storyteller, who knows how to engage children of all of ages in the stories. She gives children time to look at the pictures and ask questions before moving the stories forward. She encourages children to introduce resources. This develops children's imagination and further enhances their love of books.
- Promoting children's physical development is a key feature of the childminder's practice. For example, she encourages younger children to work out how to turn around and go backwards down the steps in her garden. As children negotiate different levels they shout, 'I did it' as they reach where they need to be.
- Parents are very complimentary of the service the childminder provides. They speak very highly of the care and commitment of the childminder in supporting their children's development. Parents are delighted at the wide variety of places the childminder takes children to and the fun children have as they learn.
- The childminder makes very good use of children's interests in the natural world to help extend their learning. Older children talk about birds needing somewhere warm to live and gather leaves to make birds' nests. The childminder explains about the leaves falling from the trees as it is now autumn.

- The childminder is a skilled practitioner, who knows when to stand back and let children try things for themselves. For example, as younger children play with water they work out how to tuck containers under their arms. This frees their hands to turn the tap on. This promotes a can-do attitude to learning and motivates children to continue to try.
- The childminder joins with other childminders and their children, where they share knowledge and ideas to enhance their practice. This also gives children many opportunities to build relationships with people outside their immediate family and close friends.
- The childminder constantly reviews her practice and makes meaningful improvements to enhance her provision for children. For example, she re-designed her garden to offer children even more opportunities to develop their physical skills through climbing and exploring.
- The childminder knows to talk to children slowly and clearly and to use the correct pronunciation. She gives children time to process information before they speak. The childminder links words to objects and actions as she describes to children what they are doing as they play. However, the childminder does not consistently increase children's vocabulary even further. For example, she does not use a variety of words that have the same meaning.
- Children enjoy freshly cooked, nutritious meals provided by the childminder and a variety of fruit for snacks. They show high levels of independence and an understanding of keeping themselves safe. For example, children know to cut their food into smaller pieces before eating. However, the childminder does not consistently use these routines to talk to children about how different foods help them to have a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive safeguarding policy that outlines the signs and symptoms of abuse and who to contact should she have concerns about a child or their family. She knows who to contact should an allegation be made against herself or a member of her family. The childminder risk assesses her environments constantly and teaches children to keep themselves safe when out and about. For example, children learn to be more careful when they walk and run if the weather has been wet, as surfaces may be slippery.

What does the setting need to do to improve?

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

- develop consistency in using a wider variety of words to enhance children's vocabulary to an even higher level
- use routines to further develop children's understanding of keeping themselves

healthy.

Setting details

Unique reference number	320811
Local authority	Leeds
Inspection number	10308082
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	14
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 2001 and lives in Horsforth, Leeds. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Denise Charge

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 the evaluation of the setting.
- A joint observation of an activity was carried out with the childminder.
- Activities were observed during the inspection. The inspector assessed the impact that activities have on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.
- The written views and opinions of parents were taken into account during the inspection.

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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