

Childminder report

Inspection date:

7 August 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The gentle-natured childminder provides a safe and loving environment for children. She gets to know them well and provides settling-in sessions for children and their parents. This helps children to quickly settle and feel comfortable with the childminder. Children approach the childminder and give her spontaneous cuddles. They build strong bonds with her and show high levels of respect. For example, children listen well to the childminder's instructions and happily help to tidy away the toys at tidy-up time.

The childminder describes how she provides tummy time and space for babies to build their physical skills, such as crawling. She provides opportunities for children to develop their hand and finger strength to prepare them for learning how to write. For instance, children enjoy tracing lines and patterns using felt-tip pens. The childminder supports children to build their small-muscle skills, such as when they practise using tweezers to pick up small objects. Children show determination to keep on trying when learning this new skill.

Children enjoy many regular outings with the childminder. For example, they visit local landmarks, such as the farm or castle ruins. Children enjoy visits to forest-school sessions. They take part in exciting activities, such as toasting marshmallows on a fire. The childminder uses these outings to help broaden children's knowledge and experiences.

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

- The childminder promotes children's communication and language skills well. She talks about what children are doing as they play and asks questions. The childminder understands the importance of repetition to secure children's understanding of language and new words. For example, children enjoy hearing familiar books and stories. The childminder supports children to learn how to turn the pages of books. They learn how to retell their favourite stories. As a result, children develop their literacy skills and a love of reading.
- The childminder provides children with home-cooked meals and portions of fruit and vegetables. Children grow their independence skills when they help to set up snack time. For instance, children use a safety knife under the supervision of the childminder to chop pieces of cucumber. They drink water from open-top cups. Children follow the daily routines for handwashing. The childminder provides parents with guidance on how they can provide healthy lunch boxes and support their children's oral health. This helps to promote children's good health and well-being.
- The childminder finds out about children's starting points in development and continues to monitor their progress. She uses this information to decide their

next steps in learning. The childminder uses her knowledge of children's interests to enhance play activities. This helps to engage children in their learning. Consequently, children learn to concentrate well for long periods of time as they play. However, the childminder does not always adapt activities and experiences to further challenge children's learning when they show that they have achieved something. This does not support children to develop their skills and knowledge to an even higher level.

- The childminder chooses a selection of resources for children to play with. However, on occasion, children become disinterested in them once they have finished playing with them. The childminder does not always ensure that there are other options for children to choose from. This does not support children to make independent choices in their play or receive wider experiences in their learning.
- Parents and carers say that they appreciate the caring environment that is provided by the childminder. They report that the childminder communicates well with them. Parents say that the childminder shares ideas for how they can support their children's learning at home. This supports the childminder and parents to work together to help children to work towards their development goals.
- The childminder has worked with a local authority adviser to develop and enhance her practice. For example, she has sought advice on how best to support children with special educational needs and/or disabilities. The childminder has attended some online training courses. This helps to refresh and update her knowledge of child development.
- The childminder has carried out some evaluation of her setting. She describes the areas that she aims to develop and improve. This helps to ensure that children continue to receive positive learning and care experiences.

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:

- consider how to adapt activities and experiences to extend children's learning and provide further challenge to develop their understanding and knowledge to an even higher level
- strengthen the opportunities for children to make more independent choices in their learning and play.

Setting details

Unique reference number	501831
Local authority	Leeds
Inspection number	10318739
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 October 2023

Information about this early years setting

The childminder registered in 1999 and lives in Middleton, Leeds. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of an 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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