

# Childminder report

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Inspection date: 27 April 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and independent learners. They exhibit good concentration as they engage in their play. For example, children become engrossed in a game made by the childminder. Children share their ideas and listen to others when they speak, which develops their social skills. The childminder is a good role model and is kind and thoughtful as she talks and interacts with children. She teaches them how to share, take turns and listen to her instructions. The childminder introduces new words, such as 'hydrated', which older children confidently talk about. This helps to increase children's knowledge and understanding of language. Children also enjoy sharing songs that the childminder has taught them. For example, they sing a song about a caterpillar which turns into a butterfly.

Children receive caring attention from the childminder. She understands and responds positively to their emotional needs. For example, the childminder recognises when children need reassurance and comfort. Children behave well and follow the rules and expectations of the setting. The childminder gently reminds children to say 'please' and 'thank you', to help to develop their manners. The childminder supports children's understanding of the world around them. For example, they visit a nearby valley and local parks. Children's understanding of the natural world develops. For instance, they plant tomato plants from seeds and watch them grow over time. The childminder provides healthy meals and snacks, such as fruit. Children's good health is successfully promoted.

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

- Teaching is effective, as the childminder plays alongside the children, helping them to be excited and motivated to learn. The childminder increases children's knowledge and skills by introducing new themes and ideas to broaden their experiences. For example, children learn about a number of cultural and religious festivals throughout the year.
- Parents receive regular information about the activities that their children are involved in and the progress they make. This helps to keep them involved in their children's learning. However, the childminder does not fully liaise with other settings where children's care is shared to discuss their learning. This does not fully promote consistency in children's learning.
- The childminder completes regular assessments of children's progress. She finds out what they already know and what they need to learn next to make good progress. For example, the childminder plans activities for older children, which helps to support their independence in preparation for school.
- The childminder keeps up to date with mandatory training, such as first aid and safeguarding. However, she has not fully developed her programme of professional development to raise the quality of her setting further, to extend

children's learning even more.

- Children grow in independence and are encouraged to manage their own care needs. For example, they learn to dress themselves and use the toilet independently. However, the childminder does not consistently organise the environment to encourage children to make more independent choices about their play.
- Children's knowledge of mathematical concepts is developing well. For example, the childminder introduces counting and discusses sizes as children plant seeds. Children are supported to develop their literacy skills. They hold pencils with a firm grip as they write their names on labels for their plant pots. Children develop skills that prepare them well for the next stage in their learning, including school.
- Parents report that they are happy with the care and learning their children receive. They comment that they could not ask for a more committed childminder. Parents say that the childminder is kind, caring and flexible.
- The childminder encourages children to engage in physical activities. For example, children demonstrate how they do their exercises with the childminder. The childminder helps to broaden children's experiences. For example, children help to feed and care for the childminder's rabbit.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify the signs of abuse and who to report her concerns to. She also knows who she should contact if there is a safeguarding allegation made against a member of her household. The childminder attends training to keep up to date with the latest child protection information and guidance. She carries out regular risk assessments of her home to help to keep children safe. The childminder engages in safety discussions with the children. For example, she talks to children about safety when using knives. Children learn how to manage risks and keep themselves safe. For instance, the childminder encourages children to climb down the steps in the garden carefully.

## What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings children attend, to provide the best possible support for their learning and development
- explore training opportunities, to help raise the quality of education even further
- review the environment to help children to express their preferences and make more independent choices about their play.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY152147                                                                          |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10279979                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 14 September 2017                                                                 |

## Information about this early years setting

The childminder registered in 2002 and lives in Leeds. She operates all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Kerry Holder

### 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 inspector observed an activity and evaluated this with the childminder. She held a number of discussions with the childminder and spoke to children.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector looked at relevant documentation, such as insurance.
- The inspector took account of the views of parents through written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

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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