

Childminder report

Inspection date: 16 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the setting. They have strong relationships with the childminder and are confident to tell her when they need the toilet or would like to go outside to explore. Children become more independent and try to put on their own outdoor shoes. The childminder supports them to develop their self-help skills, preparing them for the next stage in their education. Children's behaviour is very good and the childminder gently reminds them of her expectations around sharing toys. At tidy-up time, children join in with enthusiasm.

Children enjoy exploring in the large garden area, which is rich in learning opportunities. Children learn about plant life cycles and growth over time. They plant seeds and watch as they grow into vegetables, such as pumpkins. Children learn about the local community through visits to local parks, woods and the canal to watch the boats go past.

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

- Children's health is supported well and they participate in fun games focusing on developing strength. During a fun, physical 'wake up, shake up' game to music, children show high levels of excitement. They laugh and squeal with fun as they clamber through each others' legs, run on the spot and jump up and down like a frog. However, the childminder does not always make the most of these opportunities to extend children's learning even further. For example, by explaining to children the impact of their heart rate rising on their bodies.
- Conversations are a key part of the setting. They are rich in value and the childminder helps the children to talk about their feelings. For example when a child does not want to share a toy, she explains to them the importance of working together. She gives them time to think about their actions and, as a result, they offer it to another child and they play together.
- Children make good progress in their learning and the childminder monitors their development well. She shares relevant information with parents about their next steps, so that this can also be continued at home.
- Children settle quickly and the childminder collects relevant information about their likes and dislikes before they start. She uses this information to create an environment that is tailored to their individual needs. This includes taking a child on a bus ride for the first time.
- Partnerships with parents are strong and they comment on how well their child has settled in the childminder's care. They are particularly pleased with their children's learning, commenting on how their child is developing in many different ways since joining the setting.
- Activities led by the childminder are planned well and meet children's individual learning needs. However, the childminder does not always fully reflect on the

effectiveness of activities children explore themselves, to ensure they are tailored to each child and support them to make progress.

- The learning environment offers diverse resources that celebrate other cultures. Through sharing interesting items brought back from her travels abroad, the childminder sparks children's curiosity about other countries.
- Outside, in the childminder's garden, there is a wealth of different resources that spark interest from children's inquisitive minds. For instance, a water wall with tubes provides opportunities for children to learn about capacity, volume and the flow of water.
- The childminder helps children to assess the level of risk that they are comfortable with by giving them opportunities to experience risk for themselves. This is through visits to the local woods and climbing trees.
- The childminder plans relevant activities to support children's physical development, focusing on building their strength as well as flexibility. She cares about children's mental health and talks to the children, helping them to put into words how they are feeling. The childminder is a good listener and children feel comfortable to explain why they are upset. She takes time to talk to them about their feelings. This helps children to recover quickly and return to play, happy in the knowledge that their feelings are valued so highly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She completes relevant training on a regular basis. The childminder knows how to recognise the signs that a child may be at risk from a wide range of issues, such as witchcraft, county lines and breast ironing. She is clear about her responsibility to be vigilant and to keep clear records. The childminder knows what to do if a child arrives at her setting with an injury and the procedures to follow should she have a concern about a child in her care, including reporting to the relevant local safeguarding partners. The childminder knows how she would handle different child protection scenarios. She maintains a safe environment for children to play in.

What does the setting need to do to improve?

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

- plan and evaluate activities that children enjoy and explore themselves to ensure they support them to make the best possible progress
- make better use of activities to support and extend children's learning.

Setting details

Unique reference number	EY226016
Local authority	Leeds
Inspection number	10262986
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder registered in 2002. She lives in Beeston, Leeds. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jane Mumby

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023