

Childminder report

Inspection date: 27 March 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 well settled and happy in the childminder's welcoming home. They form strong bonds with the childminder, who is highly responsive to their individual needs. Children thoroughly enjoy the childminder's warm and positive interactions with them. For example, they approach her for cuddles and reassurance when they are tired or upset.

Children show positive attitudes towards their learning. They are motivated and engaged in their play. The childminder provides a good range of activities and experiences that excite and engage children. For example, children have great fun as they play with water. When bubbles are added, children use a whisk to mix the water and create even more bubbles. They laugh and giggle together as they play. The childminder skilfully introduces numbers and counting to the children during their play. This develops their mathematical abilities well. Children make good progress and are well prepared for the next stage in their learning.

Children behave very well and show kindness and respect for their friends. The childminder reminds children of her expectations about their behaviour and they respond positively to this. For example, children have consistent good manners and often spontaneously say 'please' and 'thank you' during their play. The childminder models positive behaviour. She has clear expectations for children and offers regular praise and encouragement. This helps children to develop high self-esteem and confidence.

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

- Children's communication and language are a real strength of the setting. Children make excellent progress in their speaking and are confident communicators. The childminder consistently uses new words and engages children in conversation. For example, young children tell visitors about the world's fastest steam locomotive, the Mallard. Children are encouraged to develop a love of books and learn new words, such as 'telescope'. This helps them to broaden their vocabulary and introduce them to new ideas.
- The childminder encourages children to be independent. Children make their own choices about the toys they play with and tidy them away once they have finished playing with them. However, the childminder sometimes carries out activities that the children can do themselves. For example, she puts their coat and shoes on for them and chops their fruit at snack time.
- The childminder provides a spacious and highly resourced outdoor environment for children to take part in a wide variety of activities. Children develop their large-muscle skills as they enjoy climbing, sliding and jumping. They are confident outdoors and become immersed in their imaginary play. For example,

children collect pebbles in their bowls to take to the mud kitchen. They use spoons and other utensils to mix them up together.

- Parents speak very highly of the setting. For example, they say that their children's faces 'light up' when they arrive in the morning. The childminder understands how to work in partnership with parents to help children to settle in and thrive in her care. Parents receive daily updates about their children's well-being and what activities they have done. However, the childminder does not consistently offer parents ideas of ways to extend their children's learning and development at home.
- The childminder continually reflects on her practice to make improvements. She participates in regular training to improve her knowledge and the quality of her teaching. For example, she has recently completed training to develop her understanding of supporting children's sensory play. This has had a positive impact on the already good quality of education children receive.
- The childminder provides opportunities for children to broaden their experiences of the local community. Children have regular opportunities to visit local parks, libraries and garden centres. The childminder supports children to enhance their social skills. For example, they often visit toddler groups and meet up with other local childminders where they play with larger groups of children.
- Children enjoy many opportunities to keep healthy and develop their physical skills. They have daily opportunities to be physically active in their play. The childminder encourages children to learn about nutritious food choices. For example, she provides children with healthy snacks, such as strawberries, grapes and blueberries.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to keep children safe. She has good knowledge of the signs and symptoms of abuse. This includes how to identify possible indicators that families are exposed to extreme views and behaviours. The childminder completes relevant training in safeguarding. She can talk with confidence about what she would do in a range of scenarios. The childminder is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder develops children's awareness of staying safe. For example, she provides opportunities to practise road safety on outings.

What does the setting need to do to improve?

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

- maximise opportunities to focus more precisely on embedding children's independence skills

- consider ways to enhance partnerships with parents in order to support children's learning at home even further.

Setting details

Unique reference number	EY259952
Local authority	Leeds
Inspection number	10280010
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	3
Number of children on roll	14
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2003 and lives in Garforth, Leeds. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She 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.
- A joint observation was completed by the childminder and the inspector, indoors and outdoors, during a planned activity.
- The childminder spoke to the inspector about her intentions for children's learning.
- 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