

Childminder report

Inspection date:

8 November 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 form strong bonds with this dedicated and nurturing childminder. She recognises the importance of ensuring children feel safe and secure, as this forms the foundations for effective learning. New starters settle extremely quickly, and soon start to explore the interesting resources in the playroom. Resources are arranged to encourage toddlers to pull themselves up and to develop their balance and coordination. Children receive plenty of praise and encouragement as they practise new skills. This helps to develop their self-esteem and provides them with the confidence to try different things for the first time. Younger children are supported to play alongside their friends. Children regularly attend local playgroups and story times at the library. This helps to develop their social skills and build their confidence.

The childminder supports children's communication and language extremely effectively. She introduces children to a wealth of new vocabulary as they play. She asks a good range of questions, and gives children sufficient time to formulate their responses. When younger children attempt to say new words, she repeats these clearly so they can hear the correct pronunciation. Children listen attentively to stories, and enthusiastically join in with familiar rhymes and songs. This helps children to make very good progress as they learn to become confident communicators.

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

- The childminder has a secure understanding of how young children learn. She recognises the importance of helping them to develop their imagination and to become inquisitive. She knows how to sequence opportunities for children to acquire new knowledge and skills. Detailed and accurate assessments of children's stages of development enable her to recognise what they need to learn next. The childminder collects a wealth of information from parents so she can provide learning opportunities based around children's interests. She offers advice to parents if children are not making as much progress as she would expect.
- Children benefit from strong interactions with the childminder. She joins them in their play and introduces different aspects of learning, such as counting and colour recognition. When children show an interest in a box of musical instruments, the childminder shows them how they make different sounds. They giggle with delight as they shake and beat different instruments. However, at times she intervenes too quickly and does not always give children enough time to explore things independently, and learn more about their developing thoughts and ideas, to progress their learning further.
- There are plenty of opportunities for children to develop self-care skills. Babies

are encouraged to feed themselves, as the childminder shows them how to use a fork. Older children are helped to be ready for school, as the childminder makes sure they can put on outdoor clothing and use the toilet independently. She considers how to support children to hold a pencil correctly and to recognise different numerals. Effective links are established with other settings the children attend, so that information about children's progress can be shared.

- The childminder promotes children's good health effectively. She works with parents to ensure that children's packed lunches are healthy. Drinking water is always accessible. Children regularly play outside in the fresh air. Standards of hygiene are extremely high, which reduces the risk of infection. For example, children know they must wash their hands before eating.
- The childminder plans a variety of experiences and outings to support children's understanding of the world around them. For example, a map of the world is used to show where children have family members in different counties, and where children have visited. Children learn about different religious festivals, and have access to a wide range of resources to learn about different cultures, and also about disability. These experiences help children to appreciate diversity and develop a positive view of themselves and others.
- Feedback from parents is highly positive. They value the childminder's warm and caring nature, commenting that she makes the children feel like part of her family. Parents appreciate the time the childminder takes in getting to know about children's home life so that she provides consistency for children, for example, in relation to sleep and mealtime routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the important role she has in keeping children safe. She accesses regular safeguarding training. This enables her to describe the signs that may indicate a child is at risk of harm. This includes recognising indicators of neglect, or that children are being exposed to extremism or radicalisation. She knows how to refer any concerns to the appropriate agencies, including what to do if there is an allegation made against herself or a household member. Children are supervised vigilantly at all times, and they learn about how to keep themselves safe.

What does the setting need to do to improve?

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

- provide children with more time to play independently, in order to assess and plan even more effectively for their next steps in development.

Setting details

Unique reference number	EY262929
Local authority	Leeds
Inspection number	10295347
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 December 2017

Information about this early years setting

The childminder registered in 2003 and lives in Chapel Allerton, Leeds. She operates all year round from 8am to 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

Jan Batchelor

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and considered their written feedback about the childminder.

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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