

# Childminder report

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Inspection date: 10 October 2023

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

|                         |             |
|-------------------------|-------------|
| 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 | Met |
|----------------------------------------------|-----|

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

### The provision is good

Children are confident individuals, who are happy and content in this welcoming setting. They are eager to join in with the activities on offer and show good levels of concentration and focus. For example, the childminder encourages children to explore technology resources. Children enjoy pressing buttons to hear different noises. Children persist at activities of their own choosing for extended periods, such as exploring water play. The childminder is kind, caring and considerate. This helps children to form secure attachments with her. Children invite the childminder into their play and are keen to involve her in all that they do.

Children sit close to the childminder as she devotedly reads stories. The childminder encourages children to look closely at the pictures and talk about what they can see. She encourages children to play cooperatively together, share resources and take turns as they play. Children further develop their social skills, such as during visits to local playgroups, where they meet other childminders and children. Children's behaviour is good, and they have a positive attitude to their learning. The childminder gives children meaningful praise for their good behaviour. For example, she models using the words 'please' and 'thank you'.

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

- The childminder promotes children's physical skills well. For example, children play in the childminder's garden, where they can climb and explore. The childminder takes children to parks and local forests, where they learn about the world around them. Children join the childminder in walks along the canal, where they enjoy watching barges. Children develop their small-muscle skills and hand-eye coordination through a range of experiences. They enjoy threading pieces of wooded fruit onto string and explore pouring water.
- Partnerships with parents are good. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses a range of strategies to share what children are doing and learning each day. For instance, the childminder regularly sends parents photos and videos of their children. The childminder talks to parents at drop-off and collection times. Parents comment that they are very happy with the care that the childminder provides for their children.
- The childminder reflects on her setting and the activities she provides for children to make sure that they are stimulating and challenging. She assesses children's learning and development and identifies next steps to build on children's prior skills. However, sometimes, her planning for younger children's next steps in learning is not sharply focused to support their prime areas of development.
- The childminder demonstrates a genuine enjoyment of her work. She explains

that she particularly likes to engage children in craft activities. Children have further opportunities to develop their small-muscle skills as they competently use resources. For example, children use glue and glue sticks and tear different materials to create models.

- The childminder reflects on her own professional development needs and ensures that mandatory training is up to date. She occasionally undertakes training to help support children's individual needs. For example, the childminder has recently completed training to support her understanding of children's well-being. However, her programme of professional development is not sharply focused on developing her teaching skills even further.
- The childminder promotes children's language and communication skills well overall. She repeats words, such as 'apple' and 'banana', when reading a story about a caterpillar. The childminder asks children questions to encourage them to respond and speak.
- The childminder works well with other settings, such as local schools. She understands the importance of sharing information to ensure children's smooth transition and continuity of learning.
- Children learn about diversity and the different festivals that are celebrated across the world. For example, they learn about Diwali and the Chinese New Year. The childminder ensures that children's all-round good health is promoted well within the daily provision of healthy snacks, fresh air, exercise and good hygiene routines. For example, children learn the importance of washing their hands before snacks and meals.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to protect children from harm. She has a good understanding of different types of abuse. The childminder is aware of the correct procedures to follow to report any concerns about the welfare of children. She gives consideration to a range of aspects of safeguarding, such as the 'Prevent' duty. The childminder conducts risk assessments to minimise risks to children. She teaches children about keeping themselves safe. For example, children learn to climb the slide safely and to navigate themselves down the steps in the childminder's garden.

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

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

- enhance knowledge and understanding of the curriculum even further, to focus more precisely on the prime areas of learning for younger children
- explore professional development opportunities to raise the quality of education to an outstanding level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY268600                                                                          |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10305194                                                                          |
| <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 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 14 February 2018                                                                  |

## Information about this early years setting

The childminder registered in 2004 and lives in Bramley, Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## 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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through verbal feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector viewed areas of the childminder's home used for childminding.

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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