

Childminder report

Inspection date:

6 November 2024

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

The childminder creates a warm and welcoming environment. She gives priority to ensuring children, especially those who are very young or who are new to her setting, the time they need to settle well in her care. The childminder spends time building nurturing and trusting relationships with children and is always nearby to provide cuddles and reassurance. She is attentive to children's individual needs and quick to notice when they need to rest or have a healthy snack. The childminder follows children's familiar home routines, which helps them to feel confident and happy in her care.

The childminder plans a broad curriculum that supports children to gain the skills they need for their future. This includes being school ready. For example, she helps children to learn to recognise their name and put on their own shoes. The childminder encourages and supports children to develop their independence. Children can choose what they want to play with, and they enjoy exploring the play space.

The childminder gives children plenty of praise and models how to be kind and respectful to others. This helps children to form positive relationships and develop their social skills. Children develop a positive attitude to learning, and they behave well.

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

- The childminder is a qualified and experienced practitioner who is knowledgeable about child development. She is professional in her approach to her childminding business and demonstrates a genuine commitment to children and their families. The childminder works effectively to offer high-quality care and education for children. This has a positive impact on children's learning and development.
- Children benefit greatly from the various outings that are organised by the childminder. She understands that some children learn better and thrive in the outdoor environment. The childminder takes children to parks and on walks in the woods to ensure that they get plenty of fresh air and exercise. Outings also provide children with a wider range of activities, broadening their learning and cultural experiences. Children mix with other children at local groups, which fosters important social skills and a sense of community.
- The childminder regularly reflects on her practice and adapts her setting to meet the individual needs of the children in her care. She takes account of children's particular interests to help with planning activities that inspire children and motivate them to learn. The childminder networks effectively with other childminders and completes mandatory training, such as paediatric first aid and

child protection. She ensures that she keeps up to date with changes to legislation.

- The childminder provides activities and experiences to help children progress in their development. She recognises that children have an interest in colours and supports them to name and match colours through a range of play opportunities. As children play, the childminder introduces early mathematics by supporting children to count and recognise shapes. However, at times, the childminder is quick to give children help or change their play. This means that children do not always have the time they need to use their critical thinking skills or follow their own ideas.
- The childminder supports children's developing language skills well. For example, she provides a running commentary as children play. The childminder introduces new words to children that are linked to their play, such as 'bounce' as they play with small rubber animals. The childminder encourages children to play musical instruments and sing songs and rhymes. Children learn repetitive lyrics to the songs and can then use their developing vocabulary as they play and talk to the childminder.
- Parent partnership is one of the childminder's strengths. The childminder communicates very well with parents to ensure a consistent approach to children's care and education. Parents praise the childminder for the nurturing care she provides and for how well she prepares their children for the next stage of their education, including the move to school. Parents say they feel like they 'hit the jackpot' now their children are looked after by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- recognise when to give children time to develop their critical thinking skills and follow their own ideas in their play.

Setting details

Unique reference number	EY283851
Local authority	Leeds
Inspection number	10302865
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	0 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Gildersome area of Leeds. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector read written feedback from parents and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- The inspector engaged with children at appropriate times during the inspection.
- 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 2024