

Childminder report

Inspection date: 11 July 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 are happy, safe and relaxed at this home-from-home setting. The childminder is caring and affectionate towards children, which helps them to build close bonds with her. The childminder provides activities that she knows children enjoy. For example, children become engrossed when quietly looking at their favourite books. The childminder ensures that her home and garden are safe and secure through risk assessments, good hygiene practices and safety procedures. For example, she regularly practises fire evacuations with children.

Children follow the high expectations the childminder has of their behaviour at her home. She is a good role model, who encourages them to be kind, share and use polite manners. The childminder uses stories and gentle reminders to help children to begin to understand their emotions and play together.

Children benefit from a wide range of rich experiences the childminder provides. The childminder has a clear view of what she wants children to learn. She makes observations of children's play and provides activities to build on what they have learned before. She plans activities that are based on children's interests and provides new experiences such as going on day trips. This helps to ensure that all children learn more and make good progress.

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

- Children enjoy using blocks to make shapes and build towers. The childminder uses simple questions to check which colours and sizes children have remembered as they play. She encourages children to learn by remembering facts. However, opportunities to develop children's thinking skills, so they learn even more deeply, are overlooked.
- The childminder promotes children's speaking skills to help their learning. For example, she names shapes, animals and objects as children play. The childminder recognises when young children have speech delay. She uses actions, simple words and pictures to help them understand instructions.
- Children benefit from a well-organised playroom, where they can access books and toys independently. Children develop enjoyment in reading. They listen with interest when the childminder reads to them. The childminder talks about what is happening in the books and asks simple questions to help children understand the story. This helps to support children's developing early literacy skills.
- The childminder supports children to learn about keeping healthy through games, such as playing dentists and cleaning teeth. She provides nutritious foods and encourages children to taste different fruits. She works with parents to help them increase the range of foods that some children will eat. The childminder encourages children to clean their hands before eating and after

playing outside.

- Children have plenty of opportunities to develop their physical skills. The childminder provides crayons for children to practise drawing after parents say a child is interested in drawing at home. This helps to develop small muscles in their hands. Children build large muscles as they learn to climb the steps of the slide and to walk across a humped bridge at tots group. This helps children to develop their strength, balance and coordination.
- The childminder takes children on outings. They find out about the seasons, different people and places. The childminder provides a range of books, toys and pictures to learn about differences between people. She plans activities to help children learn about celebrations and special days. These help children to learn about different people and the world around them.
- The childminder knows children very well. She checks with parents what their children already know and can do when they start. She monitors progress regularly. She shares information with parents daily. The childminder asks parents about children's learning at home. Then, she builds on this in the setting to help children to continue to make good progress.
- The childminder has identified what she would like to develop next to improve the setting further. For example, she would like to access training to develop her skills in supporting children with special educational needs and/or disabilities. While the childminder has sought the views of parents, this information has not yet been used to identify and plan improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her duty to safeguard children. She keeps comprehensive information to hand to help her understand the signs of abuse and neglect. She knows what to do and who to contact should she be concerned about a child or should an allegation be made against herself or a member of her household. She keeps her child protection knowledge up to date through reading local safeguarding newsletters and training. She monitors the use of technology and talks to older children about online safety. The childminder ensures that her home and garden are secure and free of any dangers to ensure that children are safe in her care.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their thinking skills so that they learn more deeply
- seek feedback from parents and use it to improve the setting even further.

Setting details

Unique reference number	EY291004
Local authority	Leeds
Inspection number	10295352
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 11
Total number of places	12
Number of children on roll	12
Date of previous inspection	7 December 2017

Information about this early years setting

The childminder registered in 2004 and lives in Pudsey, West Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ruth Mason

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 provider.
- The childminder showed the inspector the premises, and they discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting through written feedback. The inspector took into account their views during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of people living at the premises.

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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