

Childminder report

Inspection date: 24 May 2024

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

The kind and caring childminder promotes children's happiness and confidence in her home-from-home environment. All children are warmly welcomed, with each child's unique background and experiences embraced and celebrated. The long-standing childminder's dedication to her role is admirable. She develops close and comforting relationships with each individual child and their wider family.

Children are thoughtful and compassionate individuals who behave well. The childminder is a good role model and is passionate about helping the wider community. Children take part in collection drives for the local cat charity. They donate food and have hands-on experiences of caring for cats in the shelter. Young children attend an intergenerational playgroup, where they socialise with older people. Older children write letters and send photographs to residents at the retirement home. These activities help children to develop respect and kindness and be positive members of society who make a real difference.

In the purpose-built playroom, children access a wide range of interesting resources to play with and explore. The childminder encourages children's involvement in learning experiences well. Children develop their imaginative skills through role play. The responsive childminder follows children's lead as they pretend to make cakes in the 'café'. Children learn to share as they divide the cakes equally. They quickly become immersed in play and demonstrate their creativity and curiosity.

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

- The childminder places an emphasis on promoting children's emotional well-being. Children are warmly reminded that they belong there and that the nurturing childminder believes in them. This helps to raise their self-esteem and have positive attitudes to tackling new challenges. Photographs of children are proudly on display. Children develop a sense of belonging and demonstrate that they feel relaxed and safe.
- The language-rich environment offers plenty of opportunities for children to listen to and learn new vocabulary. There is a seamless flow of back-and-forth conversations. Children hear words in context as the childminder names physical objects. She narrates children's actions, such as describing what children are doing as they balance wooden blocks to make towers. This helps children to develop their understanding of what words mean and gain a wide vocabulary.
- During planned activities, the childminder's effective questioning helps to promote children's thinking skills. Overall, the childminder helps to develop children's mathematical understanding as she describes 'heavy' baskets and encourages them to select 'big' or 'small' bricks. However, on occasions, she

does not make the most of opportunities to challenge and extend this further and build on their counting skills.

- Children make good progress with their physical development. They move with confidence in different ways as they dance to music and do gymnastics. They strengthen their large-muscle skills as they climb rocks and trees, swing on rope swings, and visit parks. Children enjoy being outdoors and learn about the world around them as they take the childminder's pet dog for walks.
- Overall, the childminder supports children to be independent and manage tasks, such as choosing their own play. Children complete some activities, such as dressing and putting on their shoes. However, the childminder does not consistently embed children's independence through existing routines. For example, she does not make the most of opportunities for children to complete tasks themselves during mealtimes.
- The childminder develops positive relationships with parents, who describe her as 'one in a million'. They appreciate the wider support that she gives the whole family and say that she 'goes above and beyond' their expectations. There is an effective two-way flow of information to support consistency in children's care and learning.
- The childminder works well with professionals at other settings that children attend. She implements shared experiences to extend learning that children experience in other settings or at home. This helps to promote continuity of learning and supports children to make good progress.
- The childminder is committed to professional development. She has completed training in supporting children with special educational needs and/or disabilities. She successfully embeds her learning into practice by making adaptations to the environment. For example, she has created a calming area to help children to regulate their behaviours and emotions in a relaxing environment.

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:

- consistently challenge and extend children's learning so they can make greater levels of progress with their mathematics development
- enhance opportunities for children to develop independence skills through existing routines.

Setting details

Unique reference number	EY304293
Local authority	Leeds
Inspection number	10339306
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 10
Total number of places	6
Number of children on roll	25
Date of previous inspection	10 July 2018

Information about this early years setting

The childminder registered in 2005 and lives in Pudsey, Leeds. She operates her childminding provision from Monday to Friday, 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of a group activity with 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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