

Childminder report

Inspection date: 15 October 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 childminder is very loving towards children, who are settled and at ease in her care. Children have strong emotional attachments to the childminder. This helps children to feel safe and secure, and play happily. The childminder plans a generally effective curriculum that helps children to make good progress and be ready for starting nursery school. For example, children show great focus as they do things for themselves during daily care routines. They enjoy helping to chop up fruit, demonstrating excellent small-muscle strength and hand-eye coordination. Children demonstrate this during many other activities, such as building with cardboard and soft blocks in the garden, turning the torch on and off and engaging in painting. These skills support children's future writing skills.

The childminder places a strong emphasis on outdoor learning. This promotes children's health and well-being, and provides opportunities for children to learn about the natural world. Children also have the opportunity to socialise and understand boundaries within different environments, such as a toddler group, library and medical museum. Children recall the fruits they collected in a wheelbarrow at the allotment. The childminder instils important social skills in children. For example, she uses and encourages good manners and is respectful and kind. Children show a good understanding of the expectations for their behaviour. They thrive on the childminder's praise and encouragement when they help to tidy up. This helps to foster their self-esteem and confidence.

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

- The childminder works in close consultation with parents to help her to build a picture of new children and help them to settle in. She asks parents to share information, for example, about special people and pets, daily routines at home, children's interests and likes, and their developmental stage. The childminder discusses children's progress and how parents can support this at home.
- The childminder sets up a wealth of resources, including a broad range of books. However, she does not precisely tailor activities or the environment in line with children's stage of learning and particular interests or fascinations. Consequently, when children lead their own play they, sometimes, lose focus. Similarly, the learning intention of a painting activity is a little advanced. However, the childminder follows children's lead when they take this in a different direction.
- The childminder motivates children with her fun, enthusiasm and support. For example, children show great concentration while taking the paint lids off and pouring paint into pots. As the flow stops, the childminder demonstrates how to shake the bottle, in order to propel the paint towards the tip. As children paint the childminder's palm and fingers to create a handprint, she laughs and exclaims it 'tickles'. She references the previous day's story about a monster who

tickles.

- The childminder introduces early mathematics as children play. For example, as children eagerly help to get out the paint equipment, the childminder counts out the items. The childminder helps children to solve problems as they build a tower. She suggests children use something stronger at the base, to make the model more stable.
- Children delight in doing things for themselves during snack time. For example, they show great perseverance while pulling the tricky stalks out of the strawberries. Children delight in placing their banana skin and leftover fruit into the metal composting pot to take to the allotment on their next visit.
- The childminder plans a wide range of activities that help children to learn about everyone's special celebrations, such as a particular festival. However, opportunities for children to learn about many other aspects of difference are not broad enough.
- The childminder encourages children to learn about dangers and how to keep themselves safe. For example, she reminds children to observe what they are doing as they chop up the strawberries and grapes. She takes children on outings that allow them to assess and negotiate risks and understand their limits as they practise their essential large motor skills.
- The childminder implements good hygiene routines and provides a healthy diet. This helps children to develop an early awareness of practices that contribute to a healthy lifestyle.
- The childminder considers how she can improve her practice through continued professional development. For example, she shares ideas with other childminders and accesses training, such as that aimed at raising the quality of children's communication and language. This has a positive impact on the quality of her interactions that promote children's expanding speech.

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:

- strengthen the planning of activities and the learning environment, to support children's focus, stage of learning and interests to the highest level
- broaden opportunities for children to learn about the similarities and differences between themselves and others.

Setting details

Unique reference number	EY305930
Local authority	Leeds
Inspection number	10364139
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	3 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	28 January 2019

Information about this early years setting

The childminder registered in 2005 and lives in the Tingley area of Leeds. She is open all year round, except for bank holidays and family holidays. The childminder has an assistant registered for emergency back-up care only. During term time, the childminder is open Monday to Wednesday, from 7.30am to 5.30pm. She is open on Thursdays and Fridays, from 7.30am to 9am and 3pm to 5.30pm. During the school holidays, she is open Monday to Friday, from 7.30am to 5.30pm. The childminder has an appropriate childcare qualification at level 3. She offers government-funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The inspector held discussions with the childminder to understand how she organises her early years provision and implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity taking place.
- The inspector spoke to children during the inspection and viewed written feedback from parents.
- The inspector sampled documents, including those related to children's learning and the childminder's continued professional development. The childminder shared further evidence of her curriculum electronically through photos.

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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