

# Childminder report

---

Inspection date: 4 May 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

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

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

This welcoming childminding setting holds children at the centre of everything it does. Children spend much time in the community learning about their locality and the people within it. The childminder follows the children's lead, planning opportunities for play and outings sparked from their interests. All the while, she skilfully tunes into what children say, echoing it back to them with new vocabulary added in that extends the range of words they use and understand. Both early years and school-age children attend the setting. The long-standing connection the childminder has with the local school helps to prepare children for when they start there. The childminder communicates with teachers to share information about children she takes to school and collects. During their time with the childminder, young children develop skills and attitudes that help prepare them for their next stage of education. They learn speaking and listening skills through plentiful back-and-forth interactions with the childminder and develop their comprehension as the childminder introduces new vocabulary. Young children benefit from the home-from-home environment as they learn from older children through play and conversation. Older children look forward to spending time with the childminder. They value the time the childminder gives them and are reassured and supported by her if they are 'not making good choices'. This supportive behaviour management contributes to children feeling happy, safe and secure.

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

- The childminder plans a curriculum that focuses on immersing children within the local community. They visit shops, playgroups and the library. Children learn through hands-on experiences about the local area and the community within it. Parents express their delight at the real-life experience this provides their children with.
- The childminder follows children's interests as she plans play experiences and outings. As they play, she interacts with them sensitively, taking opportunities to practise counting and name shapes. However, at times, the childminder does not always extend children's knowledge beyond what they already know and can do.
- Children enjoy spending time reading. They learn that print conveys meaning and ask the childminder to read to them. Children say: 'Let's read it, it's got words in it'. While sharing stories, the childminder uses questioning to ask what is happening in the story and what might happen next. She skilfully introduces new vocabulary, such as 'tiny' and 'massive', to extend children's use of language. This helps children to develop early reading skills.
- The childminder is nurturing and supportive in her play with children. She takes the opportunity to talk about emotions as part of her behaviour management strategies and this helps children to feel safe and develop confidence. However,

at times, the childminder does not allow enough time for children to think critically and problem-solve independently.

- The childminder teaches children about staying safe and being healthy. Children learn about good hand hygiene, healthy foods and develop an understanding that their bodies are private. Children have the opportunity for physically active play and enjoy outings to the park and soft-play centre. These opportunities support children to practise and refine their gross motor skills.
- The childminder has developed positive relationships with parents. She works with them to make starting-point assessments and to share what their children have been learning on an ongoing basis. Parents contribute to their children's learning by sharing what skills they would like them to learn next. They delight at the progress they have made in their physical development and communication and language skills. This shared view supports the continuation of learning for children.
- The childminder reflects on the quality of her practice. She has taken part in online training to develop the quality of her interactions with children. This helps the childminder to understand how to use questioning to encourage children to interact. This contributes to the progress children make in their communication and language development.

## Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The childminder understands the referral processes in her locality if she has concerns about a child and is able to identify indicators that a child is suffering from harm or abuse. The childminder understands the process she must follow in the event of an allegation being made against her. The childminder considers the implications of having school-age and early years children in the setting. She monitors games children play and manages their access to online content. The childminder uses a story to teach children about ownership of their bodies and how to keep them private.

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

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

- ensure that interactions focus on developing children's knowledge beyond what they already know and can do
- enable children time to think and solve problems independently.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY312362                                                                          |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10280072                                                                          |
| <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 9                                                                            |
| <b>Total number of places</b>                      | 11                                                                                |
| <b>Number of children on roll</b>                  | 0                                                                                 |
| <b>Date of previous inspection</b>                 | 12 September 2017                                                                 |

## Information about this early years setting

The childminder registered in 2005 and lives in Bramley, Leeds. She operates all year round from 8am to 5.30pm on Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Leah Selfridge

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents and carers shared their views of the setting with the inspector.
- 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023