

Childminder report

Inspection date: 10 January 2023

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

Children are happy and settled in this home-from-home environment. The childminder shows a genuine enjoyment for her role. She is attentive to children's personal care needs. For example, she responds quickly when children need a change of clothes or their noses wiped. Children spontaneously go to the childminder for cuddles and sit on her knee to read a story. They are not worried about another adult in the home and are happy to bring toys to show the inspector. This shows that they feel safe and secure.

The childminder knows the children well and has high expectations for them. She plans a range of activities, both inside and outside of the home, to support their learning. As a result, children make good progress. The childminder is aware of potential limitations to learning experiences within her own home. She ensures children have these experiences elsewhere. For example, the childminder is aware of the limitations of her current outdoor space, so takes children to nearby parks.

Children behave well in the setting. The childminder explains to children the consequences of their actions in a way that is appropriate for their age. For example, the childminder calmly explains to children that they might hurt themselves if they stand on a chair.

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

- The childminder adapts activities and offers alternatives to suit the children's emerging needs and interests. For example, during a finger-painting activity, the childminder introduces dot paint markers. These are less messy for children who do not want to touch the paint. For children who are enjoying the messy activity, she provides more paint and extends it by introducing paintbrushes. This means all children remain engaged in the activity.
- On the whole, the childminder supports the development of children's communication and language skills well. During a planned activity, for example, she points out body parts, models the correct words and repeats them back. However, this approach is not used consistently through children's time at the setting. For example, at times, the childminder uses incorrect word endings, such as 'doggy' or 'handies'. This does not teach children the correct pronunciation of words.
- The childminder has a good understanding of how to support children's healthy eating and lifestyles. She provides nutritious meals and snacks for the children. The childminder works in partnership with parents to support children with particular dietary preferences. She is aware of her responsibilities regarding dental hygiene and talks to children about the impact of too much sugar on their teeth.

- Parents are happy with the education and care their children receive. The childminder keeps parents up to date with children's development and what they have done throughout the day. The childminder has recently started sending out a newsletter to parents. This helps parents feel informed about what their children are doing and learning.
- The childminder ensures that settling-in sessions are individual to children and their families. This ensures that children feel comfortable before they start. The childminder gathers information from parents about what children already know and can do. She builds on this through her own observations and plans a range of activities that reflect their varying ages and stages of development. As a result, children make good progress from the start.
- The childminder is part of a local network of childminders through which she shares ideas and training. The childminder is reflective of her practice and understands what has gone well and what she could do differently to further enhance the quality of activities. The childminder follows groups online, which provide helpful new ideas. However, there remains scope to undertake additional training and development to extend her knowledge and strengthen her teaching practice even further.
- Children are able to enjoy a range of resources, which they can access freely. They are supported to tidy away before mealtimes. Children are able to make choices throughout the day. For example, they choose how much snack they would like to take from the plate. This supports children's confidence and self-esteem.
- The childminder introduces children to a variety of cultures and festivals. This is done in a way that is appropriate to the children's stage of development and understanding. For example, the children enjoy using different tools to paint pictures of lanterns for Chinese New Year. As a result, children start to develop a good understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe within her home and online. She completes thorough visual risk assessments. The childminder is aware of potential risks in the home and in the garden and knows how to minimise these. This ensures that it is a safe environment for children. The childminder has a good understanding of signs and symptoms that may suggest a child is at risk of harm or abuse. This includes awareness of wider safeguarding issues, such as 'Prevent' duty, female genital mutilation and cuckooing. The childminder is able to answer a range of scenario-based questions relating to safeguarding. This shows a secure understanding.

What does the setting need to do to improve?

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

- consistently model and repeat back the correct pronunciation of words, to further support children's language development
- access additional training and development to extend knowledge and strengthen teaching practice even further.

Setting details

Unique reference number	EY341402
Local authority	Leeds
Inspection number	10264077
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Wetherby. She operates all year round, from 8am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Amy Whiting

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 discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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 2023