

Childminder report

Inspection date: 15 May 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 demonstrate that they are settled in the childminder's home. They explore their surroundings with confidence. Children approach the childminder regularly to join in with their play. The childminder sits at children's level and interacts consistently with them, following their interests. Children have well-resourced areas to explore indoors and outdoors. They make choices in their play. For example, children ask the childminder for different-coloured pom-poms and match them to the corresponding coloured bowls. The childminder encourages children to try and throw them into the tub to tidy them away. Children laugh as the pom-poms bounce back out again.

Children have a strong understanding of the behaviour which the childminder expects of them. They help the childminder to prepare the eating area for mealtimes. Children bring their own chairs to the table and then put them away afterwards. They are encouraged to be independent. Children are given appropriately sized cutlery to cut their toast. The childminder models how to do this and children repeat her actions. She supports children to put their shoes on and children fasten them. Children wash their hands, using a step to access the sink. They maintain good hygiene practices.

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

- The curriculum is clear and well planned. The childminder plans inviting activities that are based on children's next steps in learning. She integrates children's current interests into developing their overall knowledge. For example, the childminder is focusing on children's understanding of number. Children build towers and, with the childminder's support, count the blocks in their towers. Children then repeat this themselves.
- Children access a safe and stimulating outdoor area. They fill plant pots with soil and place seeds inside each one. The childminder explains to children that they need to water the pots and place them in the sunlight to grow. However, the childminder does not always encourage children to discuss their ideas during activities by asking appropriate questions. This means that children do not always have the opportunity to express their own thoughts and ideas during activities.
- The childminder attends a variety of groups in the local community, including soft-play centres. Children socialise with others during these outings and build on their physical and language skills. The childminder has a strong network of childminders who support her in evaluating her setting. However, this evaluation is not further extended through the childminder undertaking additional training to support her professional development.
- The childminder has a strong relationship with parents. She shares children's

assessments and next steps in learning to ensure that children's skills are being developed at home as well as at her setting. The childminder works with other professionals, including health visitors, to access support for the families of children who attend. She is highly recommended by parents. They say that the childminder is supportive and flexible and goes above and beyond for families.

- Children's language and communication skills are a strong focus for the childminder. She regularly attends a singing and dancing session in the local area. This introduces children to songs, rhymes and new vocabulary. Children take books to the childminder for her to read to them. They discuss animals in the book and imitate the noises that the different animals make. Children are exposed to a language-rich environment.
- Children develop their early mathematical skills well. They build towers together and discuss which tower is the 'tallest'. When planting seeds, the childminder encourages children to 'fill' plant pots with soil and add 'more' if they need it. This helps children to begin to understand mathematical concepts, which develops their learning.
- Children behave well at the childminder's setting. Children of a similar age play cooperatively with the resources available. They share a watering can to water the seeds which they have previously planted. Children work together to create a train, using wooden blocks. The childminder responds swiftly when children need support to share, which they respond well to.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe at the childminder's setting. The childminder makes sure that there is a locked gate to keep children's outdoor space separate from a pond. She uses baby gates so that children are unable to access areas they are not allowed to. The childminder can discuss her safeguarding policy in depth. She understands the procedure for reporting a concern about another professional working with children, and she understands the importance of this. The childminder can detail her procedure for managing a concern or a disclosure about a child in her care. She has a strong policy on the use of mobile phones in her setting.

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 be able to express their thoughts and ideas during play
- seek wider professional development opportunities to strengthen the impact of the setting's evaluation.

Setting details

Unique reference number	EY378685
Local authority	Leeds
Inspection number	10285749
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	2 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	17 October 2017

Information about this early years setting

The childminder registered in 2008 and lives in Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for eligible two-, three- and four-year-old children.

Information about this inspection

Inspector

Abby Clarkson

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 observed the quality of education being provided and assessed the impact on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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.

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