

Childminder report

Inspection date: 19 June 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 experienced and knowledgeable childminder has created a safe, nurturing home-from-home environment, where children are warmly welcomed. Children have wonderful relationships with the childminder, who takes time to talk to children to find out about their individual interests, needs and wants. This helps children feel happy, safe and settled in the childminder's care.

The childminder has established high expectations for the behaviour of all children. She is a good role model, and children respond positively and behave well. Any small upsets are dealt with quickly and in a calm manner. The childminder places a high priority on encouraging children to develop their independence and autonomy. From a very young age, children begin to complete simple tasks for themselves. Children are provided with plentiful opportunities to make their own choices. The childminder takes great care to ensure that children know that their views matter.

Children access a wide range of interesting experiences and resources to play with and explore, both indoors and outside. For example, children learn about life cycles first-hand through watching caterpillars transform into butterflies. They listen to and learn new, more-complex vocabulary, such as 'amphibian', 'camouflage' and 'metamorphosis'. Children are enthusiastic learners and show a wonderful positive attitude to learning. They are resilient and highly motivated, and they show persistence when challenges occur.

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

- The childminder has designed an effective curriculum, rich with exciting activities that cover all areas of learning. There are many opportunities for outdoor play, where children are given the freedom to move, explore, learn to manage risk and develop their gross motor skills and coordination.
- The childminder helps children to learn about new concepts such as 'floating' and 'sinking' through carrying out experiments. Children are encouraged to make predictions, test out their theories and make connections. Through careful questioning, children develop their critical-thinking skills. However, sometimes, children are not given enough time to process, think and answer these questions before another one is asked.
- The childminder knows children well. She is clear about what children know and can do and what they need to learn next. This helps to ensure that any delays in children's learning and any additional needs are identified early. Plans are swiftly put in place to help close any gaps in children's development and provide for their specific needs. This, along with effective links with the local authority, helps to ensure that children, including those with special educational needs and/or disabilities, are well supported to make good progress.

- Children learn about how to make healthy lifestyle choices. They excitedly pick raspberries and strawberries from the garden to eat at snack time. They know that they need to wash the fruit before they eat it. The childminder makes the most of learning opportunities from simple activities such as this. For example, when children cut the fruit, they count it into individual little pots, estimating how many each child can each have. The childminder provides her own homemade foods, which are nutritious, well balanced and take account of any allergies and intolerances.
- Overall, children learn to take turns and share resources, which they do automatically; secure in the knowledge that it will be their turn soon. However, a few children sometimes need more help in learning to share. When there are any disputes, while the childminder swiftly intervenes, sometimes she uses language that children are unable to readily understand at their varying ages and stages of development. This hampers the impact of her efforts.
- Children learn about their local community, such as by visiting parks. The childminder helps children to develop an awareness of the similarities and differences of others. Children learn that everyone is unique and about acceptance and tolerance. This helps to prepare children well for life in modern Britain.
- The childminder develops positive relationships with parents. Parents comment on how pleased they are with the high-quality of care and education that is provided. They say that the childminder knows their children really well. The childminder shares information with parents about their child's next steps so that they are able to continue to support their child's learning at home.
- The childminder has developed effective partnerships with other professionals, including Reception teachers at the local school. Important information is shared between settings, which helps to ensure continuity in children's care. She is part of a local network of childminders, where ideas and good practice are exchanged.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- allow children with time to think, process and articulate a response to a question before asking another
- use developmentally appropriate language for children of differing ages and stages of development when intervening in any disputes.

Setting details

Unique reference number	EY387219
Local authority	Leeds
Inspection number	10351326
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 11
Total number of places	5
Number of children on roll	17
Date of previous inspection	25 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in Roundhay, Leeds. She operates term-time only, from 7.30am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Mumby

Inspection activities

- This was the first routine inspection the provider 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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- 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.

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