

Childminder report

Inspection date: 22 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, welcoming and nurturing environment for children to play and learn. She is highly responsive to children's needs and forms strong bonds and trusting relationships with them and their families. Children seek out the childminder during their play for spontaneous cuddles and smile happily as she interacts with them. Children demonstrate that they feel safe and secure in the childminder's care.

Children enjoy their time at the setting. They are keen to explore the activities that are on offer to them. The childminder plans a variety of fun activities and experiences to support children's development. For example, children use tweezers to pick up coloured pom-poms. The childminder supports children to count the pom-poms and name the colours as they transport them into a box. Children make good progress in readiness for their eventual move to school.

The childminder promotes children's communication and language skills well. She asks lots of questions to encourage children to think and talk. For instance, the childminder introduces new vocabulary, such as the names of different shapes during a play dough activity. This helps children to learn words frequently to build on their vocabulary. Children enthusiastically take part in actions as they sing along with the childminder to familiar songs. This supports children to learn to be confident communicators.

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

- The childminder has made effective changes since her last inspection that has improved the overall quality of the setting. She has implemented a curriculum with a clear intent, based on children's interests and current stages of development. The childminder knows the children in her care well. She uses ongoing observations to assess where children are and can speak with confidence about what they need to learn next.
- Overall, children behave well. They follow instructions and enjoy carrying out tasks. Children's achievements are valued by the childminder who offers them consistent praise for their efforts. This helps to build on children's confidence and emotional resilience. However, the childminder often forgets to remind children to use their manners and be polite. For example, by encouraging them to say 'please' and 'thank you' when they ask or are given things.
- The childminder supports children to make good progress in their early mathematical development. Children show that they can confidently count, recognise numbers and begin to solve problems. For example, children count the number of peas they have made from play dough. The childminder extends learning as they compare sizes, and use mathematical language, such as 'bigger'

and 'smaller', and 'more' and 'less'.

- Children develop their independence and self-care skills well. The childminder encourages children to wash their hands and use the toilet independently. Children choose what they would like to do and play with throughout the day. The childminder supports children to adopt a healthy lifestyle. Children are provided with healthy snacks and meals. Daily outdoor play and visits to the park promotes their physical development.
- Partnerships with parents are effective. Parents speak highly of the childminder. They say she is welcoming, and their children enjoy the time they spend with her. The childminder keeps parents up to date with children's learning through daily discussions. She supports parents to continue their children's learning at home by sharing next steps in development and ideas of ways they can support these at home.
- The childminder supports children's understanding of the world around them and plans a range of outings in the local community. Children enjoy visiting local supermarkets, parks and attending play dates with other childminders. This provides children with lots of opportunities to socialise and develop their confidence. Children learn about diversity and different cultural celebrations, such as Christmas and Chinese New Year. The childminder encourages children to understand and discuss how we can be similar and different.
- The childminder meets with other childminders, which provides her with opportunities to share good practice. She is reflective and has identified areas that she would like to improve. For example, the childminder would like to develop a deeper understanding of child development. The childminder undertakes some training opportunities, such as safeguarding and first aid. However, she has not yet planned focused professional development to ensure that her knowledge and skills are continuously built on over time.

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 opportunities for children to learn about good manners to support them with their personal, social and emotional development
- extend the programme of professional development to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY391311
Local authority	Leeds
Inspection number	10337253
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 3
Total number of places	4
Number of children on roll	6
Date of previous inspection	27 February 2024

Information about this early years setting

The childminder registered in 2009 and lives in the Middleton area of Leeds. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance

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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