

Childminder report

Inspection date: 24 October 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

This caring childminder truly values children as individuals and takes the time to get to know each child and their family well. Children settle quickly and develop a strong sense of belonging in this home-from-home environment. They demonstrate that they feel safe and secure as they climb on the nurturing childminder's knee when they feel tired. The respectful childminder is an excellent role model. There are clear rules and boundaries in place, which are explained in an age-appropriate way. Furthermore, the childminder focuses on promoting children's emotional literacy, helping them to be able to recognise and express different feelings. As a result, children's behaviour is consistently good.

Children benefit from a broad and varied curriculum, which gives them a breadth of new experiences. They attend several playgroups, where they socialise with other children and join in with music and dancing activities. They visit the local library and charity shops where they choose new resources for the childminder's setting. Furthermore, children learn to contribute positively to the community. For instance, at Christmas, children visit a retirement home to join in with carol singing and deliver greetings cards. This helps to promote children's understanding and respect of people, families and communities beyond their own.

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

- The childminder has a clear focus about what she wants children to learn through her planned curriculum. Communication and language and social interactions are a priority. The childminder knows children incredibly well. This helps her to be clear about how to provide a personalised learning journey, which helps children to make progress in all areas of their learning.
- The skilled childminder makes good use of incidental opportunities to teach children new things. For example, while building tall flowers with connecting pieces, she teaches children about how the stem helps plants to collect water. However, on occasions, she does not step back and allow children the time and space they need to think and solve problems independently.
- Children's developing communication and language skills are well supported. The childminder sensitively repeats words back to children with the correct pronunciation. She narrates young children's actions, which helps them to learn about the meaning of words in context. Furthermore, she introduces new words such as 'spiral', as children paint pictures. This helps to develop children's vocabulary.
- Children develop a good understanding of mathematical concepts. For instance, they are encouraged to count during play and learn mathematical language as they build 'tall' towers and paint 'long' lines. Young children demonstrate the impact of the childminder's effective delivery of her curriculum as they count out

five pencils independently.

- The childminder encourages children to complete small tasks independently. They help to tidy up the playroom and assist the childminder in preparing their meals. Children show a positive attitude to tackling new challenges, telling the childminder 'I can do it!' as they paint pumpkins. This helps to develop their independence.
- Partnerships with parents are positive. The childminder works closely with parents from the beginning. For example, she gathers important information about children's development and their interests, likes and dislikes when they first start. This helps her to determine children's starting points. Parents praise the strong relationships that the childminder forms with children and the 'amazing' care and experiences that children receive.
- Overall, the childminder looks at some ways in which she can improve the quality of education further. For instance, she has reviewed the organisation of the environment to help support children to focus on activities without becoming distracted. However, the childminder has not yet fully developed the use of self-evaluation to precisely identify her strengths and weaknesses to raise the quality of her setting to an even higher level.
- The childminder has placed an emphasis on her professional development since the last inspection. She updates her knowledge through sharply focused training, which positively impacts on children's experience. For example, following healthy eating training, she supports children's good health further through well-balanced and nutritious meal plans. She devises creative ways, such as making 'smoothie lollypops', to add more fruit into their diets.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to update her safeguarding knowledge. This helps her to be clear about signs and symptoms that may indicate that a child is at risk of harm. Furthermore, the childminder demonstrates her understanding of reporting procedures should she have concerns for children's welfare. The home is clean, safe and suitable. There are clear protocols in place, should there be an emergency. Children are well supervised, including while on outings in the community. They wear high-visibility vests and learn about how to stay safe near roads by staying close to the childminder.

What does the setting need to do to improve?

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

- give children the time and space they need to think clearly, absorb information and problem-solve independently
- use self-evaluation more effectively to identify further areas for improvement to

raise the quality of the provision to an even higher level.

Setting details

Unique reference number	EY394400
Local authority	Leeds
Inspection number	10308287
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 March 2018

Information about this early years setting

The childminder registered in 2009 and lives in Middleton, Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents 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.

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