

Childminder report

Inspection date: 29 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 flourish in the childminder's care. They benefit from daily routines that are flexible to accommodate the individual care routines they enjoy at home. They settle quickly and demonstrate they feel safe and secure. The childminder knows the children and their families well. She provides many learning experiences that help children to build their understanding of their place within the community and the wider world.

Children understand the childminder's high expectations for their behaviour and demonstrate positive behaviour and conduct. They are beginning to manage their emotions and understand the impact of their actions on others. Those who struggle to regulate their emotions receive gentle guidance from the childminder. Children learn to play cooperatively, share, and take turns. They have high level social skills for their age and are ready for the move to school. Children use good manners and are polite and respectful to adults and other children.

Children enjoy lots of praise and encouragement to promote their confidence and self-esteem. They show resilience when they persevere and try again with tasks, such as trying to kick a ball into a goal or balancing across stepping stones. A primary focus on communication and language means children gain excellent communication and language skills. They proficiently share their knowledge and ideas during their play and learning.

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

- Children explore the welcoming environment and make independent choices about their play from a wealth of interesting resources. They are highly motivated when activities capture their interest. For instance, children immerse themselves in imaginative play when they pretend to host a tea party. They make links to their own home and communicate their ideas through gestures and spoken language. This supports their developing social skills. The childminder provides commentary for children's play, modelling words, such as 'tea', 'teapot', and 'cake'. This promotes their developing language skills highly successfully.
- The childminder completes observations and assessments of children's progress to identify what they already know and can do, and what they need to learn next. In the main, the childminder uses the information well to design a curriculum that helps children to extend their knowledge and skills. Occasionally, the childminder does not fully consider children's interests when planning adult-led learning. This means at times children lose interest and do not fully benefit from the learning experience on offer. Nevertheless, all children make strong progress from their starting points.

- The youngest children delight in exploring using their senses. The childminder shows them how sand feels when she sprinkles it over their hands. Children's faces demonstrate wonder as they watch intently. The childminder encourages children to smell flowers and they giggle when she tickles their cheek with the soft petals. Young children explore sensory books where they touch surfaces that are soft and fluffy. They use their mouths to try different fruits, such as oranges and limes. The childminder explains that some are sweet, and some are sour.
- Children show high levels of concentration when they experiment. They watch intently as they pour water down a water tower and through a series of waterwheels. They investigate water and gloop the childminder has used to create a pool for their toy sea animals. She uses descriptive language, such as 'gloopy', 'slippery' and 'slimy'. This extends children's vocabulary and supports them to understand what they are experiencing.
- Children enjoy a healthy balanced diet and plenty of outdoor play in the fresh air. They begin to risk assess for themselves when they climb and slide. Children's independence in self-care is promoted through play and daily routines. They begin to understand why good hygiene, such as washing their hands before meals is important. The youngest children learn to feed themselves using age-appropriate cutlery. Older children master using a knife and fork ready for the move to school.
- Parents are very grateful for the high standard of care and learning their children receive. They say the childminder is crucial in preparing children for school. She offers a nurturing and stimulating environment that fosters learning and creativity and shows children so much love. The childminder supports parents to access additional support if children are not meeting their expected targets. However, relevant information is not always shared effectively to ensure continuity for children. For example, the childminder does not always know when children have had their two-year progress check with the health visitor.
- The co-childminders evaluate their practice and explore ways to drive improvement. They are reviewing how their new playroom works and the impact this has on children's play and learning. The childminder conducts regular research to keep her ideas fresh and her knowledge up to date.

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 arrangements for sharing information with parents to successfully promote a continuous two-way flow of communication that fully supports continuity for children's learning and development
- fully consider children's interests when planning and implementing adult-led activities to capture children's curiosity and ensure learning is always meaningful to them.

Setting details

Unique reference number	EY399640
Local authority	Leeds
Inspection number	10351446
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	0 to 4
Total number of places	12
Number of children on roll	14
Date of previous inspection	7 September 2018

Information about this early years setting

The childminder registered in 2009. She opens her setting from 7am to 6pm, Monday to Friday, except for family and bank holidays. The childminder works with her husband, who is also a registered childminder. The childminder holds a level 2 childcare qualification. The childminder offers early education funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicola Dickinson

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 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 EYFS curriculum.
- 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 about their play and activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- 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 inspector carried out a joint observation of an activity with the childminder. She discussed with the childminder how they evaluate their practice and their ongoing professional development.

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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