

Childminder report

Inspection date: 8 February 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder takes pride in her setting and works hard to establish strong bonds with children and their families. Children settle quickly with the childminder and her assistants. The childminder obtains detailed information when children start and tailor their settling-in process to suit the needs of each child. This helps children to form secure attachments with the childminder and her assistants.

The childminder and her assistants know children well and have high expectations for their learning. They use a well-designed curriculum to support children through a sequence of learning which builds on what they already know and can do. Children are active learners and are excited to explore the rich range of resources and activities on offer. For example, children delight in taking part in singing time, which forms part of the daily routine. This helps ensure that children make the best possible progress in their learning.

Children's physical development is well promoted both inside and out. For example, children are encouraged to join in with regular yoga sessions. They concentrate well and become extremely excited as they hold different yoga poses, which the assistant models enthusiastically. The childminder ensures that children have daily access to the outdoors where they can be physically active and run, jump and climb. The childminder helps children to be kind and respectful towards each other and they behave well.

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

- The childminder monitors children's learning and progress through assessments and observations. She uses this information to plan a curriculum that follows children's interests and the setting's weekly theme. For example, as part of 'occupation week' children play, 'what's in the box?' They are encouraged to describe the items in the box and make links with what they see. For instance, a yellow hard hat is linked to the occupation of a firefighter. The assistants extend learning and engage in conversations with the children about the role of a firefighter. This supports children to make good progress in their learning.
- The childminder is reflective and works closely with her co-childminder and her assistants to share good practice. The assistants say that they feel well supported by the childminder who cares about their well-being. They all complete mandatory training, such as paediatric first aid. However, precise training, coaching and support to help the assistants develop their practice further have not yet been fully established.
- Partnership with parents is strong. Parents are very positive about the childminder's setting and express their high levels of satisfaction with the service. They describe the progress that their children have made since starting,

such as developing their confidence and social skills. The childminder provides parents with regular information about their children's experiences and how they can support this at home.

- The childminder focuses on supporting children to develop the key skills they need for their eventual move to school. Children follow a daily routine which includes focused activities as well as free play and mealtimes. For example, children are offered one-to-one support from the assistants to write their names, when they are developmentally ready, and make marks in books. The childminder liaises with the local school and gathers information about their expectations.
- The childminder supports children to develop a strong awareness of healthy lifestyles. She provides children with nutritious meals throughout the day. Children learn the importance of washing their hands and how to do this independently after using the toilet. The childminder and her assistants teach children about the importance of good oral hygiene through planned activities and themes as part of their curriculum.
- The childminder and her assistants reward children's positive behaviour through verbal praise, which builds their self-esteem and confidence. However, routines and expectations are not consistently explained to all children. For example, at the start of group activities the expectations of behaviour, such as sitting down and listening are not fully explained to the children. This means that, at times, children struggle to understand what the expectations are and do not fully engage.
- The childminder and her assistants support children's communication and language development well. They talk to the children and offer them a good level of commentary as they play. Children are allowed the time they need to process their thoughts and respond to the questions asked of them. Children who speak English as an additional language are also supported well. The childminder works in partnership with parents to identify key words in children's home languages.

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 the procedures in place for the coaching, training and supervision of assistants in order to help develop their knowledge and skills to the highest level
- help children to know what is expected of them at the beginning of group

activities so they have a clear understanding of rules from the outset.

Setting details

Unique reference number	EY407645
Local authority	Leeds
Inspection number	10305601
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 14
Total number of places	18
Number of children on roll	44
Date of previous inspection	27 February 2018

Information about this early years setting

The childminder registered in 2010 and lives in Middleton, Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder who is her partner, and occasionally works alongside her son who is also a registered childminder. She holds an appropriate qualification at level 2. The childminder works with three assistants and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Cowton

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 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, her co-childminder, assistants 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024