

Childminder report

Inspection date: 22 March 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

Children are settled and happy in the childminder's setting, smiling and laughing while playing. They self-select various resources in both the indoor and outdoor environments with enthusiasm and interest. Children are motivated and busy learners, choosing from the vast range of different resources to explore. They listen carefully to a familiar story and enjoy counting the knitted fruits that form part of a new range of story sacks that the childminder has introduced.

The setting is a safe, calm and nurturing environment, where children flourish. Children's well-being is important to the childminder. She works hard to ensure that children in her care feel safe, secure and able to express their needs and wants. They come to her for a reassuring cuddle and ask for help when needed. Children receive praise for trying to do things for themselves, for demonstrating good manners and for sharing.

Children are independent. Even young children help to remove their outdoor shoes and clothing, wash their hands and begin to meet their toileting needs. They are confident and capable communicators who excitedly chatter while riding cars outside, kicking balls and searching for fish in the water tray. Children enjoy looking at photos of themselves enjoying previous activities. They talk with excitement about what they can remember.

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

- Children's health is supported well, and the childminder provides healthy snacks in the setting. Children bring packed lunches that contain a variety of different foods that support a balanced diet.
- Trips to local attractions, farms and parks provide the children with an understanding of their local community. They visit a local farm and feed the animals. Children who are anxious about such new experiences are supported well back at the setting. The childminder helps them to learn about different animals, the noises they make and what they eat so that future trips are more enjoyable.
- The childminder places a huge focus on developing children's language and communication. They can make their needs known, and behaviour is very positive. Children enjoy sharing stories, they listen well and, with support, remain focused and attentive.
- Children make good progress in their learning. The childminder supports this through using their interests and her observations to plan their next steps. Extra resources are added to activities that provide more challenge. For example, the childminder introduces more wooden circles into the dinosaur tray so the children can count beyond 10.

- Parental feedback is excellent. Parents talk about the high level of commitment shown by the childminder in ensuring their child's needs are met. They describe how she goes 'above and beyond' their expectations on many different occasions. Parents comment on how much their child's self-confidence and communication skills have developed.
- The childminder takes great pride in the level of care and early education that she provides to the children and families in her setting. She is keen to learn new techniques and develop her practice. She attends local training events on a wide range of different topics, including communication and language development.
- Both the indoor and outdoor environments are well planned to provide choice and challenge for children. However, the resources covering diversity are limited, so the environment does not celebrate children's uniqueness well enough.
- The childminder observes the children carefully and knows their developmental levels well. She tracks their progress and shares her findings with parents, giving suggestions about how to support their learning at home. However, in some situations, children's progress is difficult to assess because the intended target for their learning is too broad.
- To support children's health and well-being, the childminder finds out a wealth of information about each child before they start. Details about allergies, medical needs, likes and dislikes are collected from parents and used to plan an environment that is interesting and safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training on safeguarding. She supplements this with researching different terms to further her own knowledge. She has useful factsheets covering different types of abuse, such as cuckooing and female genital mutilation, and these are filed in a way to make them easily accessible. The childminder has a good level of knowledge about what signs and symptoms children may display if they are being abused. She can knowledgeably answer different scenario-based questions about how to deal with safeguarding issues. The childminder has a good understanding about the correct recording and reporting of concerns. The childminder is clear about how she would challenge any comments that are degrading, racist or sexist from visitors to her setting.

What does the setting need to do to improve?

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

- provide an environment that celebrates children's uniqueness through discussion about different cultures and faiths, as well as different types of families and backgrounds
- break up learning targets into smaller, more measurable sections so that

children's progress can be more accurately tracked.

Setting details

Unique reference number	EY408041
Local authority	Leeds
Inspection number	10280565
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 August 2017

Information about this early years setting

The childminder registered in 2010 and lives in the Crossgates area of Leeds. She operates all year round, from 7am and 5.30pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3.

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 their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- 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 spoke to several parents during the inspection and took account of their views.

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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