

Childminder report

Inspection date: 20 August 2024

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

There is a distinct family feel in the childminder's home. The childminder shows children much respect and values their contributions. She models manners and encourages positive relationships among children. Children play harmoniously together and remind one another that, 'Teamwork makes the dream work.' They show a clear sense of belonging in the childminder's home and are clearly happy and feel safe in her care.

The childminder has high expectations of children. She is very attentive and energetic and actively joins in children's play and learning. This helps children to stay focused and learn more. For example, the childminder attends their pretend drive-through restaurant, encouraging their imaginative skills and modelling new words and language. Her plans for children's learning are based on her accurate assessments of what they can already do. This, overall, contributes to children's good progress and achievements.

The childminder focuses activities around children's interests, which helps them to be motivated to learn. Children concentrate well and benefit from plenty of time to continue with activities that they enjoy. They repeat and practise new learning, which helps them to remember more. Much of the curriculum is centred around outings and visits in the local community, which the childminder uses to widen children's experiences and help them to develop strong social skills.

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

- The childminder's plans for the curriculum include broad and balanced activities and experiences that, generally, help children to build on all areas of their learning. Babies become increasingly mobile, for example, when they develop strength, balance and coordination during visits to a play gym. Older children practise their early literacy skills when they make badges for themselves during pretend games.
- The childminder's interactions with children are skilled and supportive. She shares her attention well between children and is quick to respond when particular children need more support from her. However, the childminder's plans for older children's learning are, at times, more focused than those for younger children. Despite this, younger children are happy in their play and very much enjoy their time with older children.
- Children are confident communicators. The childminder models new language and involves children in lively conversations and discussions. Children grow in confidence in their speaking skills and have a wide and growing vocabulary. Babies learn simple words quickly, which helps them to make their needs known. Older children use descriptive language, such as 'squishy' and 'fragrant', when

they talk about the texture and smell of dough.

- The childminder identifies what children need to learn next and shapes activities to help them to achieve more. However, while she knows some children would benefit from more support with mathematics, she has not consistently strengthened this part of her curriculum even further. For example, during cooking activities, the childminder overlooks ways to include even more opportunities for children to count and compare quantities.
- Parents say the childminder is very in tune with their children's development, emotionally and academically. They appreciate regular updates about children's progress. Parents of children with special educational needs and/or disabilities praise the childminder for her inclusive approach and say she provides opportunities that their children would not get elsewhere.
- Partnerships with other providers and professionals are very well embedded. For example, the childminder organises shared activity sessions with local schools that children attend. Teachers and childminders work together with children and plan for their learning. The childminder spends time with other childminders to share good practice and ideas for ongoing development.
- Children learn ways to keep themselves safe and healthy. They talk about the nutritional benefits of food while enjoying a snack of fruit and water. Children learn ways to manage risks, for example, when they watch and wait for their mixture to cool during a cooking activity.
- The childminder wants children to be well prepared for school and later life. She encourages them to be independent and resilient and to be motivated to learn. Children are increasingly self-sufficient. They keep trying when they find things tricky and help their friends during activities. Children take turns during their play and are very patient and tolerant of one another.

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:

- refine plans for the youngest children's learning, so they are supported to make the best possible progress even more consistently
- strengthen the curriculum for mathematics and help to raise children's good achievements even higher in this aspect of their learning.

Setting details

Unique reference number	EY411383
Local authority	Leeds
Inspection number	10351403
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	3 September 2018

Information about this early years setting

The childminder registered in 2010 and lives in Drighlington, Bradford. She operates all year round, from 7.30am to 12.30pm on Mondays, and from 7.30am to 5.30pm, Tuesday to Friday, except for family holidays and bank holidays. The childminder has an early years qualification at level 3. She occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 her evaluation of the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the way she organises her provision and about her curriculum for early years children.
- The inspector observed the childminder's teaching and assessed the impact on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection. She looked at relevant documents provided by the childminder.
- Parents shared their comments about the childminder through written feedback. The inspector 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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