

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 thrive in this setting. They are supported by a caring and nurturing childminder who helps them to settle quickly. They soon form strong bonds with adults and other children. The play areas have been carefully planned to ensure children can make independent choices from an extensive range of interesting resources.

Children understand the childminder's high expectations for their behaviour and conduct. They are beginning to manage their own feelings and behaviour and to understand how these impact on others. Children who struggle to manage their emotions receive high levels of support from the childminder. Children always use good manners and have consistently high levels of respect for others. They are self-assured in social situations and keen to share their learning with visitors. Children receive praise and encouragement to boost their high self-esteem. As a result, they consistently persevere with tasks when challenged. For example, they try their hardest to throw hoops over a target and keep trying when they miss.

All children demonstrate strong communication and language skills. For example, children talk about the minibeasts they have seen in their garden. They confidently lead their play, share their knowledge and ideas, and cooperate with each other. For instance, children develop storylines during imaginative play and share them with other children.

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

- The childminder plans the curriculum using information they have gathered through assessments and observations of each child's progress. Each day is an effective balance of child-led and adult-led learning. Trips off the premises extend children's learning opportunities. For example, they find out about their local community when they shop for resources. They broaden their knowledge of the natural world during trips to the local farm.
- Children's communication and language is a primary focus. The childminder consistently introduces new words to extend their vocabulary, such as 'lobster' and 'centipede'. The childminder models building sentences and alliteration. For example, he shows the children the 'beautiful blue butterfly'. The childminder helps children to make connections when they talk about the woodlice they have seen at home. Children examine a spider's web using magnifying glasses. The childminder describes its 'silkeness'.
- The childminder promotes children's early literacy highly successfully. Children use pictures for reference during their play and link the words to objects they find. They make links to a favourite story about a frog that cannot 'ribbit'. Children use tweezers to pick up objects, which helps them develop the control

they need for early writing. They laugh when they try to use pipettes to collect water and unintentionally squeeze them, causing water to squirt out.

- The childminder promotes children's understanding of mathematics well. For instance, children think about how many legs a centipede has. The childminder encourages them to estimate quantities in groups of objects. They use dice to identify colours and numbers. However, at times, the childminder does not challenge children who are already meeting their expected targets in this area of learning. This means they do not always extend their knowledge and build on what they already know.
- The childminder is quick to address any gaps in children's development. Working in partnership with parents, they ensure children access any additional support they need. As a result, these children soon catch up. Parents are highly appreciative of the care and learning their children receive. They say they see 'loads of development in speech and communication, the alphabet, and new nursery rhymes'. Parents say the childminders 'go above and beyond to accommodate children's changing care routines'. However, a two-way flow of information is not always successfully promoted with all parents. For instance, not all parents know what the childminder is focusing on in their children's learning so that they can extend learning at home.
- The childminder implements routines that prepare children for the move to school. Children's independence is successfully promoted. They quickly become competent in self-care and understand why this is important. For instance, children know why they need sunhats and sun cream to play outside on a hot day. The childminder reminds children to put items away after using them. This gives children a sense of responsibility and encourages them to look after their toys and resources.
- The childminder works with their co-childminder to evaluate their practice and drive improvements. For example, they have recently changed the setting so that children can make more independent choices about their play. The childminder conducts regular research to keep their ideas fresh and their 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:

- fully consider what the most able children already know and can do when implementing adult-led activities to ensure they are always challenged to build

on their knowledge and skills and make the best possible progress

- consider how information is shared with parents to fully promote a continuous two-way flow of information with all parents about their child's development so they can continue and extend their child's learning at home.

Setting details

Unique reference number	EY417402
Local authority	Leeds
Inspection number	10351447
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 2010. He operates from 7am until 6pm, Monday to Friday, except for family and bank holidays. The childminder works with his wife, who is also a registered childminder. He holds a level 2 childcare qualification. The childminder offers funded early education 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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