

Childminder report

Inspection date: 13 March 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

The childminder provides a welcoming and safe space for children to play and learn. She works closely with her husband, who is a registered assistant. Children show they are happy and settled in their care. Children clearly enjoy the company of the childminder and her assistant, and they laugh and joke together as they play. Children behave well. They benefit from lots of praise and encouragement, such as 'high fives', and are encouraged to celebrate each other's achievements. Children's views are valued by the childminder, who listens intently to what they have to say. Children show high levels of emotional well-being and self-confidence.

The childminder supports children's learning well. For example, she provides children with a good range of accessible toys and resources that support their interests. The childminder skilfully weaves the curriculum into children's play to help them make good progress in all areas of learning. Children play with a large range of toy cars and other vehicles. They are provided with a selection of tubes and pipes. Children help to fix the tubes and pipes to the table. They show their delight as they send their cars and trucks down the different shoots. As children play, adults offer an ongoing narrative. This builds on their language skills and early mathematical concepts as together they talk about size, shape and the speed of the vehicles.

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

- Children enjoy regular outings with the childminder and her assistant. They go to community groups and meet up with other childminders and their children, which supports their social skills. The childminder explains that children's learning is promoted through using the outdoor environment, whenever possible. For instance, they visit farms and historical houses and gardens, go for walks in the woods and jump in puddles. This supports children's awareness of the world around them. Children's physical development is promoted well as they learn to use different equipment.
- The childminder has effective systems in place to get to know the children before they start with her. This includes meetings with parents to gather information about children and arranging settling-in visits. This enables the childminder and children to build strong bonds.
- The childminder understands children's stage of development. She knows what children need to learn next and plans an ambitious curriculum, which is well sequenced. This builds on what children know and can do to extend their learning. For example, children are thrilled to see the childminder has attached mark-making materials to some of the vehicles. Children roll the vehicles over paper and show interest in the marks that are left behind. Most-able children understand that they can make specific shapes by directing their cars. The

childminder adapts activities well to suit the differing needs of the children. She provides a tray of cereal for the youngest children to push their vehicles through, which helps them to understand about sound and texture. However, during such activities, the childminder asks the children too many closed questions in quick succession. This means that children are not able to fully express their own thoughts and ideas.

- Children enjoy listening to music and singing songs. They have fun joining in with the actions to songs as they sing. Children have many opportunities to look at books with the childminder. They snuggle up closely to her as she reads to them. The childminder introduces new words. She encourages children to predict what happens next in the story, which successfully helps to build on children's growing vocabulary.
- The childminder provides a clean and well-organised play space. She teaches children to wash their hands independently and educates them on the importance of good personal hygiene. The childminder follows and maintains good hygiene practices when preparing food or changing children's nappies.
- Partnerships with parents are good. The childminder ensures that parents are kept up to date about how their children have been. She shares children's developmental progress with them. Parental feedback is very complimentary. Parents say that their children love spending time at the childminder's setting because they have such fun. Others comment on the positive feedback they receive about how well their child is doing. Parents comment on the significant progress they can see in their children since being in the childminder's care.

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:

- develop questioning techniques to include more open-ended questions to enable children to freely share their own thoughts and ideas.

Setting details

Unique reference number	EY419724
Local authority	Leeds
Inspection number	10317041
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 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 2010 and lives in the Pudsey area of Leeds. She operates all year round from 7.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Lindsay Dobson

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 and the inspector discussed the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder shared information about how she works in partnership with parents.
- The inspector held discussions with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including evidence of the childminder's suitability to work with children.
- The inspector observed the interactions between the childminder and the children in the dedicated playroom.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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