

Childminder report

Inspection date: 1 February 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

Children form secure relationships with the friendly childminder and her assistant. The childminder works well with her assistant to provide a variety of interesting and enjoyable activities. This helps to engage and motivate children in their learning. Children are confident to lead their own learning and make choices about what they want to play with or do. For example, young children enjoy role playing with dolls and older children explore paints and glitter. Children show high levels of concentration as they manipulate dough. Children of different ages play well together and build friendships. Children benefit from regularly praise, which helps to raise their confidence and self-esteem.

The childminder supports children's physical development effectively. She encourages them to explore, investigate and take appropriate risks. For example, children enjoy playing on ride-on toys in the childminder's garden. Children have many opportunities to develop their knowledge of the world around them and to learn about their community. They enjoy walks and visits to local places of interest. For example, the childminder takes children on visits to local towns, gardens and abbeys. The childminder teaches children about the history and significant events that occurred there.

The childminder promotes children's love of stories. For example, children enjoy listening to the story of 'Stick Man'. They eagerly join in and repeat phrases. The childminder encourages children to look at different facial expressions and identify how they may be feeling. Children look in a mirror and pull faces to show they are 'tired' and 'angry'. This helps children to understand their emotions.

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

- The childminder places a strong emphasis on children's communication and language. She repeats back sentences and skilfully questions children to encourage their speech. The childminder allows children time to respond and develop their critical thinking skills. She models language effectively to younger children. For example, the childminder repeats words, such as 'penguin' and 'seal', to help to develop children's language as they explore a winter scene.
- The well-qualified childminder completes regular observations and assessments of children's learning. She uses her very good knowledge of child development to recognise their achievements and identify the next steps in their learning. The childminder ensures that any gaps in children's learning are identified early and appropriate interventions are planned.
- The childminder and her assistant support children's mathematical skills and introduce them to a range of mathematical language. For example, older children count and discuss numbers as they use a tape measure. They find

objects and discuss which is the 'biggest' and the 'longest'. Children gain key skills to be prepared for school and make good progress in their learning.

- The childminder and her assistant act as good role models overall. They gently remind children to say 'please' and 'thank you', to help to develop their manners. However, at times, the childminder does not provide clear enough explanations of her expectations to help children to fully understand why they are set.
- The childminder provides children with freshly prepared, nutritious and healthy snacks. Children increase their understanding about health and hygiene through effective explanations and established daily routines. They talk about good oral health procedures and learn which foods they should eat in moderation to help them have strong teeth.
- The childminder has established strong partnerships with parents. She provides verbal feedback at the end of each session. The childminder shares written information about children's learning through an online app. This helps her to ensure that parents are well informed about their children's daily achievements and well-being. The childminder also shares information about local events in the area which she feels families would enjoy.
- The childminder is highly committed to continually developing her early years knowledge and skills. She has attended various training courses, such as developing the curriculum outside and supporting children with autism. This helps to meet children's care and learning needs effectively. However, the childminder has not considered the arrangements to raise the quality of the assistant's knowledge and teaching skills further.
- The childminder and her assistant have attended training to keep their safeguarding knowledge up to date. They know how to quickly meet children's needs in the event of a child protection concern. The childminder keeps her home safe and secure and children are well supervised. She minimises risks to children and reminds children to tidy away toys after they have finished playing to prevent trip hazards.

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:

- provide children with clearer explanations to help them to develop a deeper understanding of the expectations for their behaviour
- develop a programme of professional development to increase the knowledge and skills of the assistant, to support children to make the best possible

progress.

Setting details

Unique reference number	EY436173
Local authority	Leeds
Inspection number	10308358
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 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Leeds. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6 and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector took account of the views of parents through written feedback provided.
- The inspector viewed areas of the childminder's home used for childminding.

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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