

# Childminder report

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Inspection date: 24 September 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a welcoming environment and home-from-home setting alongside her assistant. This helps children to feel safe and comfortable in their environment and settle well. Children demonstrate confidence in their relationship with the childminder, who knows them well. The childminder provides opportunities for trips in the local community. She visits numerous parks with children, extending opportunities to develop their gross motor skills. The childminder also takes children to visit local toddler groups to help them make new friends and develop their social skills even further.

Children behave well. The childminder acts as a positive role model and is quick to support children in making the right choices. For example, when children show a reluctance to share, she calmly explains why this is important and achieves a positive outcome when children independently decide upon sharing. The childminder expertly supports the development of each child's individual character and champions their personal interests.

As part of the curriculum, the childminder supports children to become independent in their self-care skills, such as feeding themselves and putting on their coats. The curriculum is well sequenced to encourage children to build on their skills and knowledge for their eventual move to school. Children are confident and develop at a good pace.

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

- Children's learning and development are accurately assessed on an ongoing basis. The childminder uses this information to determine what children can do and anything they may be struggling with. She works alongside parents to help address any identified learning needs. This helps children to make good progress in their learning and development.
- The childminder follows children's interests to provide activities that she knows children will engage with. However, she does not consistently offer new experiences to move children beyond their initial interests to extend their learning even further.
- The childminder teaches children to recognise numbers and uses mathematical language when narrating children's play. For example, as young children place toy cars on the garage, the childminder counts these out loud. She describes cars as being 'large', 'small', 'long' and 'short'. As children play, they start to count the cars as they place them on the garage. Children from an early age use mathematical language in their play.
- Children talk with confidence and develop good communication and language skills. The childminder places a strong focus on supporting this area of learning

through stories, songs and rhymes. She interacts well with children and engages in conversations with them in an age-appropriate way. For instance, they discuss when they brush their teeth and why as they read a book about going to the dentist. Children point out what they recognise in the story and confidently hold a two-way conversation.

- The childminder promotes children's physical development well. They develop their fine motor skills as they stack small bricks together. Young children develop their balance and coordination as they reach and stretch to place cars onto the ramp. This helps children to develop good physical skills.
- The childminder is aware of children's allergies and dietary requirements when serving food and ensures these are adhered to. Children are provided with healthy, nutritious meals prepared by the childminder.
- Parent partnerships are strong. The childminder spends time getting to know children and their families so she can have a close working relationship with them and gain an in-depth understanding of each child. Parents share how the childminder is part of their family now. They say that their children have grown in confidence and are well prepared for school.
- The childminder shows a commitment to her ongoing professional development. She continues to keep her knowledge up to date through training, and she regularly meets with other childminders to discuss practice issues. This has given her a better awareness of what individual children need to learn next.

## **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:**

- use more effective strategies to extend children's learning to further develop their skills and knowledge.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY437531                                                                          |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10355464                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 9                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 16                                                                                |
| <b>Date of previous inspection</b>                 | 29 November 2018                                                                  |

## Information about this early years setting

The childminder registered in 2011 and lives in Drighlington, Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

## Information about this inspection

### Inspector

Jo Clark

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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