

Childminder report

Inspection date: 11 July 2023

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 consistently demonstrate that they are happy and settled at this good home-from-home childminding setting. For example, they smile and laugh with each other as they happily share their toys and enjoy conversations with each other during their play. This kind and considerate behaviour reflects the high expectations that the childminder sets for the children.

Children form very strong bonds with this nurturing childminder. For example, they regularly 'check in' with her for comfort and reassurance. These strong relationships ensure that children feel very safe and secure in the setting. Children are motivated and excited to interact with the stimulating resources that are provided. They demonstrate that they are confident to have a go and are not afraid of making mistakes.

The childminder has a clear understanding of what she wants the children to learn and achieve during their time at the setting. Her plans reflect her high ambitions for the children. Planned next steps build carefully on what the children already know and can do. They reflect the unique developmental stages of the children in her care. All children are making very good progress and are well prepared for their move to school.

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

- The childminder is passionate about her professional development. She regularly updates her knowledge and understanding of child development. She has sought further training in children's mental health and special educational needs and/or disabilities. This helps the childminder improve the learning experiences that are provided for the children and ensures that developmental delays are identified swiftly.
- The childminder successfully promotes children's speech and language development. For example, children enjoy veterinary role play. The childminder role models language very well. She introduces the names of the medical equipment they are using in their game, for example, 'stethoscope', 'injection' and 'x-ray'. The children repeat these words back to her and, then, independently use these new words in their play. Children enjoy many opportunities to broaden their vocabulary at the setting.
- Children have a wealth of opportunity to develop their fine motor skills. For example, children fasten their shoes, peel open packets and pour their own drinks into cups. These activities help children to develop the muscles they will eventually need for writing.
- Children are encouraged to be physically active. They have access to a range of equipment in the large garden and regularly visit playgrounds in their local

community. Children have regular opportunities to make large movements and be fast and to develop their large muscles and core strength.

- Children are motivated to participate in mathematical learning. They are supported well to count the legs on a spider they discover on the wall. They discuss different sizes during their play in the garden. Children have lots of opportunity to develop and strengthen their understanding of number and size.
- The childminder has developed some strong professional relationships with the other settings children attend. However, this is not consistent for all children. This means that some children benefit from better continuity of care than others and that children's learning potential is not always maximised.
- Children's emotional development is supported very well. For example, children listen intently to a story about feelings. The childminder supports the children to describe their feelings and talk about their emotions. This helps children to understand their feelings and regulate their emotions.
- The childminder continually evaluates her service, and she is passionate about improving her service. However, up to now, parents have not contributed to these evaluations. This means that parents' views are not currently reflected in her improvement plans or help to shape the service she provides.
- The childminder ensures that children experience the wider world around them. For example, children regularly take trips into the community to buy local produce from the greengrocers and butchers. They have visited and enjoyed a tour of a veterinary practice. This helps children make sense of the world around them and the community in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a clean, safe and secure environment for children to learn and play in. Children are supervised very well. She conducts regular risk assessments of the setting and equipment. All of which is fit for purpose and in a good state of repair. The childminder has a robust knowledge and understanding of a wide range of safeguarding issues. She knows who to refer to if she has concerns about a child's welfare. She can recognise and is alert to the signs and symptoms of abuse. She holds a full and relevant paediatric first-aid certificate.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen partnerships with all other settings children attend to ensure continuity of care and to maximise children's learning potential
- invite parents to contribute to the ongoing evaluation of the setting to help improve the service and practice.

Setting details

Unique reference number	EY445372
Local authority	Leeds
Inspection number	10280245
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	3 to 9
Total number of places	3
Number of children on roll	15
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 2012 and lives in the Garforth area of Leeds. She holds a level 3 childcare qualification. She operates all year round, from 7.30am to 5pm, Tuesday to Thursday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Bligh

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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder showed the inspector the premises, and they discussed how she ensures they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.

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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