

Childminder report

Inspection date: 11 July 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

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 are very happy and settled in this welcoming home. The childminder provides a stimulating, loving and warm environment for children. Children have strong attachments to the childminder, which helps them to feel safe and secure. They enjoy a dedicated and stimulating playroom where they make independent choices about what to play with. For example, children enjoy using bubble solution and a wand to make bubbles.

The childminder has a secure understanding of how children learn. She plans her curriculum based on children's next steps and interests. Children enjoy playing and learning through high-quality and positive interactions with the childminder. For example, children develop their fine motor skills as they join pieces of a wooden train track together. The childminder extends learning by encouraging children to count the number of trains on the track. As a result, children make good progress in all areas of their development.

Children have positive attitudes and behave well. The childminder is a good role model and has high expectations for their behaviour. Children learn the importance of following rules in ways that are appropriate for their age and stage of development. For example, the childminder reminds children not to run inside to prevent accidents from happening. She uses praise effectively to acknowledge children's achievements. As a result, children understand what they are doing well, and their behaviour is very good.

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

- The childminder has an effective system in place to track children's learning and identify any gaps in their development. She collects detailed information from parents when children first start. The childminder uses this information, together with her own assessment, to plan step-by-step learning opportunities that help children to make progress. For example, she plans enjoyable sand and water dinosaur activities to encourage children to explore textures.
- Children are encouraged to be independent. For example, they peel their own fruit at snack time and wash and dry their own hands. Children make lots of choices about what they want to play with and do, which the childminder respects. This helps children to develop good life skills to support their future learning and eventual move to school.
- Partnerships with parents are strong. The childminder communicates with parents daily to share relevant information about their children's day. Parents are complimentary about the childminder. They say that she is very supportive and helpful, and they are extremely happy with the care she provides. These partnerships help to provide consistency of care for children.

- The childminder is reflective of her setting and reviews what she wants to provide for the children. She accesses mandatory training and completes online courses to keep her knowledge up to date. However, the childminder has not yet focused her professional development enough to raise the quality of teaching to the highest level.
- The childminder identifies when children may need extra support, including children with special educational needs and/or disabilities. She works closely with other professionals and families to carefully provide a suitable learning environment for all children. This means that all children make good progress from their starting points.
- The childminder offers children many experiences outside the home. For example, children enjoy regular trips to local woodlands and parks where they can explore nature and develop their physical skills and strength. The childminder also attends playgroups and meets up with other childminders and the children they look after. This helps children to develop their social skills.
- Children are developing a good understanding of healthy lifestyles. They wash their hands regularly and understand the routine for doing this before food. The childminder prepares a variety of healthy snacks and meals for children. Children have regular access to drinking water throughout the day.
- Overall, children's communication and language skills are supported well. The childminder tells children the names of objects, uses simple words to describe what is going on and asks questions. However, at times, the childminder does not repeat words back to children to enable them to hear the correct pronunciation. In addition, children are not always given enough time to process their thoughts and answer questions asked of them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about potential risks to children and identifies the signs that a child might be at risk of harm. She attends training courses to update her knowledge of safeguarding. The childminder follows clear policies and procedures to take the appropriate action if she has concerns about a child's safety. The childminder is aware of whistle-blowing procedures. She understands safeguarding issues, such as female genital mutilation and the 'Prevent' duty. The childminder talks to older children and parents about how to keep safe online. This is a safe environment for children.

What does the setting need to do to improve?

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

- focus professional development opportunities to extend the quality of education to an even higher level

- provide further support for children's language development by modelling the correct pronunciation of words and allowing them enough time to gather their own thoughts and responses during discussions.

Setting details

Unique reference number	EY445857
Local authority	Leeds
Inspection number	10280248
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	2 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	29 September 2017

Information about this early years setting

The childminder registered in 2012 and lives in Leeds, West Yorkshire. She operates all year round, from 8.30am to 2.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023