

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 thrive at this nurturing childminding setting. They form wonderful, strong bonds with the childminder. These meaningful bonds help children feel very safe and secure in her care. For example, children spontaneously tell the childminder they love her as they prepare their snack at the kitchen table. Babies confidently seek her out for nurturing cuddles and affection before they start their story time routine.

Children behave extremely well. The childminder embeds a culture of positive behaviour and acts as a strong role model for the children. Children consistently reflect this culture. They show kindness to one another as they happily share their toys. They are polite and courteous, regularly offering the childminder help with daily tasks, such as tidying up. They receive lots of praise for their good behaviour and for achieving what they set out to do. Children demonstrate that they feel happy and confident by displaying high levels of self-esteem throughout the inspection.

The childminder plans ambitious learning programmes for children. These programmes are informed by the childminder's assessments of the children's development to date. She communicates the plans to families and encourages parents to support children's learning at home. Children are making 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 develops very strong partnerships with the other settings children attend. She ensures there is a regular two-way flow of information about the children's current interests and their learning and development. She uses this information to inform her planning for the children's next steps. This continuity between settings means that children are well supported to make good progress.
- The childminder develops strong networks with other childminders in the community. These networks keep her updated and informed. However, she has not fully considered how she can further target her professional development to increase her knowledge and understanding of child development. This would raise the quality of teaching at the setting to an even higher level.
- The childminder provides many activities and resources that support children to develop their mathematical knowledge and skills. However, mathematical learning is not embedded into the daily routines and activities. For example, when children play with their dough, the childminder does not use mathematical language to describe size and quantity. This means children are not consistently experiencing mathematical learning of the highest quality.

- Children enjoy numerous trips and visits into the community and countryside. This helps children to discover the wider world and learn about communities beyond their own.
- The childminder supports and encourages children to develop their independence. Children demonstrate that they are incredibly resilient and motivated. For example, children prepare snack at the kitchen table. They persevere and show determination to succeed in their task of chopping bananas and strawberries. Babies are also encouraged to try, and they succeed and show pride. These skills help children to prepare for school and their move to other settings.
- The childminder supports children's physical development well. Children have plenty of access to large open spaces, where they can raise their heart rate and develop their large muscles.
- The childminder supports children and families to understand the importance of oral health. For example, she supports parents to find dental services and provides activities that support children's learning about the importance of dental hygiene.
- Children are developing a love of reading and stories. They choose books independently and enjoy the story time routine. For example, children gather round to hear a 'windy' story. The story is about a place they have visited together. Children listen intently, including babies. They are excited as they turn the page and excitedly join in with refrains with the childminder. These routines and activities support children's reading and language development.
- Parents are extremely happy. They report that that childminder goes 'over and above' to support them, and they feel that the setting is an extension of their own family. They describe the childminder as 'outstanding', 'professional' and 'caring'. They feel very involved in their children's learning and are thrilled with their children's progress and development.

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:

- explore further professional development opportunities to raise the already good quality of teaching to an even higher level
- improve opportunities for children to develop their mathematical skills during the daily routines, to help them to develop their knowledge and understanding even further.

Setting details

Unique reference number	EY448201
Local authority	Leeds
Inspection number	10305032
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 11
Total number of places	4
Number of children on roll	14
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 2012 and lives in Wakefield, West Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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 childminder's 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.

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