

Childminder report

Inspection date:

7 September 2023

Overall effectiveness	Good
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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 happy and well cared for in this bright and vibrant childcare setting. Children's happiness is evident in their interactions and play. The childminder places a high priority on getting to know the children and their families when they first start at her setting. Her warmth and knowledge of the children help them to settle and develop secure attachments with her. Children seek reassurance from the childminder, and cuddles are given in abundance.

The childminder plans a child-led and ambitious curriculum that places children at the heart of everything she does. Children are confident and engage well in an exciting and challenging range of activities, indoors and outdoors. For example, older children show high levels of concentration as they make sunflowers out of play dough. They recall that plants need water and sun to grow. All children make good progress in their learning.

The childminder has high expectations of children's behaviour. She acts as an excellent role model and promotes positive behaviour through praise and encouragement. Children are very polite to each other, and the childminder reminds them to use their manners at all times. The childminder speaks calmly and clearly to children and teaches them about the importance of sharing and taking turns. Children behave very well.

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

- The childminder uses her knowledge of child development to assess the children and to plan her curriculum. She is highly effective at embedding the seven areas of learning into practice. The childminder has carefully designed the play area, indoors and outdoors, to reflect her curriculum. Children have a wide variety of resources to explore and a wealth of opportunities to play and learn. For example, children engage in imaginary role play as they ride around in toy cars, pretending to be delivery drivers.
- The childminder provides many opportunities to support children's mathematical development. She skilfully teaches children the language of mathematics through daily routines and play. For example, she encourages children to count how many petals they can see on flowers. The childminder explains the size, position and shape of the resources that children use. Children demonstrate a secure understanding of early mathematical concepts.
- The childminder understands the importance of supporting children's language and communication skills. She uses effective questions to engage children in conversations and allows them time to respond. Children's thoughts and ideas are listened to. However, the childminder sometimes overlooks opportunities to extend older children's conversations further. As a result, chances to develop

children's knowledge even more are sometimes missed.

- The childminder teaches children to become independent and to make choices. For example, children take off their shoes when they arrive and hang up their coats. Older children make independent choices about what they would like to play with, and they use the toilet independently. This prepares children well for their eventual move to school.
- Partnership with parents is good. Parents speak highly of the childminder and the care their children receive. They say the childminder provides a warm and welcoming atmosphere for the children. Parents receive daily photos and updates informing them of what their children have enjoyed during the day. The childminder thoughtfully creates photo memory books, which are filled with pictures of activities children have enjoyed, for them to take home when they leave.
- Children are developing an awareness of the importance of leading a healthy lifestyle. The childminder provides children with healthy foods and teaches them about good oral health. Children have daily opportunities to take part in physical activities. However, on occasion, the childminder misses opportunities to support children's understanding of the importance of washing their hands regularly, particularly before eating a snack.
- The childminder reflects on her practice and the experiences she offers children. She has a positive attitude towards her continuous professional development. For example, the childminder has completed a range of professional development opportunities, such as supporting children's emotional well-being. This helps to support her teaching and ensure that the children continue to receive a good level of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the different types of abuse and can recognise the possible signs and symptoms of potential harm. She knows the procedures to follow if she has concerns about children in her care or if any allegations are made against herself or a household member. The childminder keeps up to date with safeguarding training. She supervises children at all times and provides them with a safe environment, where they can play and learn. She makes sure that her home and garden are kept free of any potential hazards to ensure the safety of the children in her care.

What does the setting need to do to improve?

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

- develop strategies to extend conversations more to encourage deeper learning and improve children's knowledge even further

- promote further children's good health, such as consistent handwashing before eating.

Setting details

Unique reference number	EY450773
Local authority	Leeds
Inspection number	10301322
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	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2012 and lives in the Morley area of Leeds. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around areas of her home used by children and explained how she supports their learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact this has on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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