

Childminder report

Inspection date: 20 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

The childminder enhances children's fun and enjoyment during activities through her enthusiastic manner. For example, children greatly enjoy stories, and laughter fills the air as they excitedly sing and join in with actions, such as trying to hop like little bunnies. Such activities build on children's early language and large motor skills. Younger children enjoy sitting on the childminder's knee during story time, and children spontaneously approach her for a cuddle. This demonstrates the secure emotional attachments that they have with her. The childminder responds warmly, which helps children to feel confident, happy and safe.

Children make good progress in their learning. This is because the childminder plans a generally effective curriculum that helps children to develop important skills in readiness for starting school. For example, children practise their physical skills in readiness for early writing. Two-year-old children use large movements to make marks with chunky paint brushes. They giggle while attempting to copy three-year-old children, who skilfully use balancing apparatus.

Children develop a good understanding of boundaries and behavioural expectations. For example, the childminder gently reminds two-year-old children about sharing resources, and children take turns to choose an item from the song bag. The childminder praises children's achievements, which helps children to develop confidence, self-esteem and a positive approach to learning new things.

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

- The childminder plans a broad range of activities to support children's all-round learning. However, she does not always adapt or resource activities to promote younger and older children's differing stages of play. In addition, the childminder does not make the best use of activities that support children's early independence, such as making healthy pizzas, to build on children's learning as they are too rushed.
- The childminder continually assesses children's progress to identify and plan for their next steps in learning. She focuses on key aspects of children's development, such as their speech. This helps to build strong foundations for children becoming fluent readers. As part of this, children visit the library and take books and story bags home.
- The childminder engages children with exciting and interactive storytelling, which fosters children's love of books and further builds on their communication skills. The childminder uses words and expressive sign language, which three-year-old children delight in joining in with. The childminder introduces words such as 'slimy' and 'sloppy' as two-year-old children scoop and observe the wet sand oozing through their fingers.

- The childminder recognises where children are working below developmental expectations. Consequently, she puts strategies in place to help children to catch up. As part of this, the childminder secures early interventions, where necessary, such as making referrals to other professionals.
- The childminder generally works in consultation with parents to support children's care and learning. For example, she obtains important information to help children to settle in. The childminder discusses the impact of the use of dummies, and shares links to resources, such as speech and language toolkits. However, the childminder does not consistently share certain next steps in children's learning and how parents can support these.
- The childminder incorporates early mathematics during activities. For example, she introduces simple counting as two-year-old children scoop sand, and helps three-year-old children to create patterns with hexagon-shaped construction toys. Three-year-old children develop early literacy skills. For example, they find their name on the 'Who is here today?' display.
- The childminder enhances her curriculum with many outings that help children to learn about their community and the world around them. For example, children look at different aspects of nature while learning about life cycles, and visit the fire station.
- Children have good opportunities while attending toddler groups to mix with a wider group of children, learn about difference, and develop important social skills. Younger and older children play happily alongside one another and enjoy sharing experiences, such as transporting sand and water. They learn to be kind and caring through the childminder's good role modelling.
- The childminder discusses and reflects on her practice, for example, with parents and colleagues who she runs toddler groups with. She has recently subscribed to further training that will help her to continue to develop her childminding setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps safeguarding training updated. She has a secure knowledge of possible indicators of abuse, including those which may indicate that a child is at risk of extreme behaviours or views. The childminder understands how to report any child protection concerns. This helps to protect children from harm. The childminder identifies and minimises hazards in order to help to promote children's safety and welfare and minimise accidents. The childminder helps children to learn how to keep themselves safe. For example, she reminds two-year-old children to hold on tight as they confidently climb and dangle from the wooden frame.

What does the setting need to do to improve?

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

- strengthen curriculum planning so that activities and resources are more-closely linked to children's individual stage of learning and support their child-led play to the highest level
- review the pace of activities in order to increase the opportunities to build on children's learning
- share more-precise information with parents about their children's next steps in learning and how they can support these at home.

Setting details

Unique reference number	EY453120
Local authority	Leeds
Inspection number	10289587
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	7
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in the Crossgates area of Leeds. She operates Monday to Friday from 7am to 5pm, all year round, 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
Rachel Ayo

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 inspector observed areas used for childcare purposes, care routines and the activities taking place indoors and outdoors.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. She held discussions with the childminder to understand how she organises the early years setting and curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children, and gained the views of parents through telephone conversations and written feedback.
- The childminder shared relevant documents, including children's assessments and evidence of 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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