

Childminder report

Inspection date: 29 September 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 demonstrates a nurturing approach to caring for children. She gets to know all children very well. This enables her to provide a safe, homely learning environment and a curriculum which is, overall, based around children's individual needs. Children are extremely happy and content. They have exciting opportunities to explore their surroundings. For example, children visit organisations in the community to make life-sized models of different bears. Children excitedly recall going on 'bear hunts' in the city to find the different bears. They learn skills around map reading and using modern technology. Children learn about different species of bears, colours, sizes and different countries. They visit farms, the seaside and supermarkets. Children use different forms of transport, such as cars, buses, trains and trams. They learn about the value of money, such as when they buy food from the supermarket. The curriculum empowers children with knowledge that they need to succeed.

Children show positive attitudes to their learning and readily join in with activities. They excitedly wait for activities to be set up. Children follow the childminder's simple instructions. The childminder encourages children to take risks during their play. Children learn how to independently climb up ladders. The childminder gives them verbal support and encouragement to learn how to climb back down. Children patiently wait for their turn to do so. They talk about why they need to hold on tight and then lower themselves to put their feet firmly on steps. Children take pride in their achievements. Their behaviour is good. Children are confident and independent learners.

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

- The childminder encourages children to use their imaginations when accessing all areas of the curriculum. For example, they make dinosaur feet when using play dough. The childminder introduces children to rich language, such as 'tyrannosaurus' and 'stegosaurus'. Children use building blocks and turn them into binoculars and cameras. They express themselves confidently. However, on occasion, the childminder does not always engage children in meaningful play. This means that during child-led play, children move quickly from one activity to another and lose interest.
- The childminder provides children with exciting opportunities to engage in role play. Children create rescue missions with their friends. Children recall their favourite songs about emergency services. The childminder engages children in conversations about emergency services and their role. Children develop their social skills and learn how to keep themselves safe.
- Children have fun opportunities to learn about mathematics. They create puppet shows and count the puppets. The childminder extends children's learning by

providing challenge. She provides opportunities for children to sort coloured bears into matching containers. Children transport different-sized blocks and shapes by using diggers in the construction area. They match the correct number of items to a visual number. The childminder teaches children about size, quantity, shape, colours and early numbers.

- Children have opportunities to develop their memories and critical-thinking skills. They match wooden pieces in the correct matching slot. Children identify everyday objects and different forms of transport, then match them to corresponding pictures. The childminder asks open-ended questions to encourage children's recall.
- The childminder provides children with plenty of opportunities for physical play. Children develop their small hand muscles, such as when they make play dough. They use rollers, utensils and cutters to create shapes. The childminder teaches children how to safely use scissors to cut up items and make pictures. Children ride bicycles and play on a climbing frame. The childminder takes children to a musical dance and movement group. They develop coordination and balance, and they strengthen their large muscles.
- Children develop a good understanding of their personal hygiene routine. The childminder encourages them to independently wash their hands when they come in from outside and before they eat. She reminds younger children to empty their mouth before they speak. The childminder role models good manners. Children role play with a dentistry kit. The childminder engages children in conversations about their recent visit to a museum. Children recall that they use very large toothbrushes and 'teeth' to practise brushing. They talk about the importance of personal hygiene.
- The childminder works well with parents and partner agencies. She shares information with parents through an online platform, informal chats and termly meetings. The childminder shares information on what children are learning and how parents can continue their child's learning in the home. This includes support and advice on personal hygiene routines.
- The childminder engages in some professional development. She has recently completed training to enhance her practice for children with special educational needs and/or disabilities. However, the childminder's professional development is not continuously focused on enhancing her practice to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a strength in the setting. The childminder keeps children safe and promotes their welfare. There are clear processes in place to keep all children and their information safe. The childminder provides a safe home and competes risk assessments on all trips. She has a good knowledge of safeguarding and child protection issues. The childminder can identify the signs and symptoms that may indicate that a child is at risk of harm. She knows who to contact if she has concerns about a child's safety and welfare. The childminder recognises safeguarding issues, such as grooming and female genital mutilation.

What does the setting need to do to improve?

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

- support children more consistently during child-led play to support them to remain engaged in their learning
- engage in continuous professional development to further enhance practice to benefit children.

Setting details

Unique reference number	EY456624
Local authority	Leeds
Inspection number	10308394
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2013 and lives in the East Ardsley area of Wakefield in West Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jackie Ward

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 manager completed a learning walk with the inspector and discussed the early years foundation stage curriculum with her.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder's setting with the inspector.
- Children communicated with the inspector during the inspection.

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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