

# Childminder report

---

Inspection date: 24 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children develop confidence and show they are safe and happy in this welcoming setting. They form warm and trusting relationships with the childminder, who offers them a calm and stimulating home-from-home environment. Children enjoy positive interactions with the childminder. For example, they laugh and giggle as they use a spade to collect soil and plant flowers in the garden.

Children develop positive attitudes to their learning. The childminder has high expectations for all children. She knows them well and supports them to make good progress in all areas of their development. The childminder offers an inspirational environment, with plenty of meaningful learning opportunities. Children explore activities that spark their curiosity and excitement. For example, children use their imaginations as they play with small figures in the model fairy garden outdoors.

The childminder promotes children's love of mathematics and number. She consistently uses opportunities to introduce new mathematical concepts to children, such as talking about shapes, size, capacity and number. For example, children count how many dots they can see on animal cards and talk about cutting their paper into halves and quarters with scissors. This helps children to develop confidence in their mathematics skills.

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

- The childminder gathers detailed information about children and their families from the start. She uses this information, as well as her own observations, to plan for the next steps in their learning. This means that children enjoy a rich set of experiences and make good progress from their starting points.
- The childminder prioritises children's communication and language development. She talks to children about what they are doing, asks them questions and gives them time to think and respond. Children are confident communicators and have lots of conversations with the childminder, visitors to the setting and each other. For example, children enjoy telling visitors about their family and sharing photos of them from their 'special home books'.
- Partnership with parents is strong. Parents speak very highly of the childminder. They express high levels of satisfaction with the care their children receive. Parents feel well informed about their children's learning. They value the daily conversations they have with the childminder about their children's day.
- Overall, children behave well. They respond promptly to the childminder's requests and follow her instructions. For example, children readily put toys away when the childminder asks them to tidy up before lunch. The childminder praises children's achievements and kindness, which builds their self-esteem and

confidence. However, she does not always provide consistent reminders to children to help them develop skills, such as taking turns and using good manners, in order to fully support their development.

- The childminder offers children many experiences outside the home. For example, children enjoy regular visits to the local library and park. Well-planned outings allow children to have real-life experiences, such as going on buses to explore the local area. The childminder often meets up with other childminders and their children, which helps children to develop their social skills.
- The childminder accesses a range of professional development opportunities to ensure that her practice is up to date. She targets her training to support the needs of the children she is caring for. For example, she has recently completed training to support children's emotional well-being. This helps to ensure that children are receiving a consistently good quality of education and care.
- Children learn about healthy lifestyles. They enjoy healthy and nutritious snacks and meals throughout the day. Children visit the park to use larger equipment as part of developing their physical skills. They learn about the importance of oral health and practise brushing teeth using large teeth moulds and toothbrushes.
- The childminder encourages children to develop independence skills for their own personal needs. For example, children put on their own coats and shoes, wash their hands and use the toilet independently. However, there are times when the childminder completes tasks that children can do themselves, such as wiping their noses and preparing their food.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to safeguard children effectively in her care. She knows how to keep children safe. The childminder completes relevant safeguarding training and is able to identify possible signs that a child's welfare may be a risk. She knows who to contact and what to do if she has concerns about children's welfare or thinks a child may be at risk of harm. The childminder is aware of the impact that a child's family life may have on children's development. She knows where to seek safeguarding advice and support and understands the role of relevant agencies. Children are well supervised.

## What does the setting need to do to improve?

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

- help children to develop a deeper understanding of expectations and boundaries to fully support their development
- extend opportunities for children to further develop their independence skills.

## Setting details

<b>Unique reference number</b>	EY463301
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10285779
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	18 October 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Wetherby, North Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds appropriate early years qualifications at level 6. 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023