

Childminder report

Inspection date: 19 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 knows children well and plans activities to nurture their interests and inspire their learning. Children demonstrate motivation to learn as they explore with water, foam and ice cubes, and learn about objects that sink and float. Children listen to new information given to them by the childminder that develops their understanding about these concepts. Older children learn new vocabulary to develop their communication and language skills. For example, when playing with the water, children are encouraged to use words such as 'squirting' and 'spurting' and then talk about how these words rhyme.

Children are confident and have a good level of self-esteem. For example, they celebrate their achievements when scooping up ice cubes with the toy digger. The childminder promotes children's independence and personal care routines. For example, children have free access to drinking facilities and are also encouraged to use the toilet facilities independently. The childminder speaks to children with respect, which encourages them to do the same to others. She values children's ideas and opinions and takes account of these when planning activities and outings. Children get plenty of fresh air and exercise to help to keep them fit and healthy. The childminder's outdoor area supports this as it has resources such as tricycles.

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

- The childminder considers a balanced curriculum that focuses on developing children's physical, social and communication skills, along with a particular emphasis on early mathematics. She tracks children's learning to ensure that they make good progress. She reflects on what they have learned in order to close any gaps in their development.
- Children test out their ideas to develop their thinking. For example, they investigate whether ice cubes melt more quickly in water. Children are also encouraged to count the ice cubes and compare their answers when one breaks into two pieces. Children learn about the world around them to help them to make sense of their environment. For example, they learn about frozen water, rain, weather and temperatures.
- The childminder teaches children early mathematical concepts. For example, she supports children to count and recognise that each item counts as one. Children also learn the vocabulary of weight and size.
- Children behave well and follow the rules and expectations of the setting. The childminder gently reminds children to say 'please' and 'thank you', to help to develop their manners.
- Children are encouraged to be independent. This helps them to develop their confidence and self-esteem. For example, they are able to cut their own fruit for

snack time before eating it. Children are also confident to talk about what they enjoy doing and engage in meaningful conversations with the childminder. Children share their ideas and listen to others when they speak, which develops their social skills.

- The childminder links activities effectively to help children to remember what they have learned. For example, children engage in a painting activity where they use their feet and then walk on bubble wrap. This was based on another recent activity with the childminder. She encourages children to recall past learning, to help them to build on their past experiences.
- Parents say that they are happy with the care and learning that their children receive. They say that their children enjoy their time with the childminder and they value the variety of activities provided.
- The childminder uses language to develop children's communication skills. However, some language used with younger children and babies is unsuitable and does not extend children's skills effectively. For example, she uses words such as 'din dins' to describe dinner.
- Although the childminder provides learning opportunities and experiences for the children based on their next steps, she does not always take advantage of opportunities for extending and enhancing children's development. For example, children's knowledge of counting and numbers could be built on further by providing visual resources with numbers displayed for added recognition.
- The childminder ensures that the setting is clean and hygienic. She has good practices in place to reduce the risk of spreading infection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms that might indicate that a child is at risk of abuse. She understands the local safeguarding partnership's procedures for reporting concerns about children's welfare and potential allegations made about her practice. The setting is clean and hygienic. The childminder takes appropriate steps to prevent the spread of infectious illnesses. She uses risk assessments effectively to help to keep children safe from harm. The setting is safe and secure.

What does the setting need to do to improve?

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

- use suitable language around young children and babies that develops their knowledge and understanding of words and their meaning
- develop practices that extend children's learning and build on what they already know.

Setting details

Unique reference number	EY461107
Local authority	Leeds
Inspection number	10280468
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	6
Number of children on roll	9
Date of previous inspection	21 August 2017

Information about this early years setting

The childminder registered in 2013 and lives in Leeds, West Yorkshire. The childminder offers care all year round from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Briggs

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 spoke to the inspector about their intentions for children's learning.
- The inspector carried out observations of activities that the childminder presented and her practice.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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