

# Childminder report

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Inspection date: 2 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children, who are all aged under two years, have attended since they were babies. They make generally good progress and are settled and at ease. They have strong emotional attachments with the caring childminder, which helps them to feel happy, safe and secure. For example, children enjoy the childminder's positive interactions as she expands on their pretend play, such as feeding the dolls, taking them for a walk and making dinner. Children have good access to books, which are carefully selected by the childminder. This helps to build on children's developing speech.

Children are very familiar with daily routines, which are sociable, calm and unhurried. For example, they understand when it is time to sit down at mealtimes and excitedly find their shoes to play on the covered decking. Children develop confidence in their emerging physical skills. For example, they climb on and off equipment, such as a small rocking horse and sit-and-ride toys.

Given their young age, children demonstrate impressive behaviour. The childminder uses positive strategies to help children to learn about her expectations for their behaviour, such as sharing and taking turns when children want the same toy. As a result of the childminder's good role modelling and sensitive explanations, children learn important early social skills, such as being kind to their friends.

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

- The childminder generally supports important aspects of young children's development well in the setting, such as their social, physical and language skills. She carries out regular assessments and shares children's progress with parents. However, the childminder does not fully consider how she can work in greater partnership with parents to support children's early speech, especially where they are hearing and learning more than one language.
- The childminder works closely with new parents to find out about, and follow, children's specific care routines as they settle in and thereafter. Parents' written feedback is very complimentary.
- The childminder builds on opportunities for children to widen their social experiences and practise their developing physical skills. For example, children explore more-challenging apparatus while visiting soft-play centres and the park. They visit the library and interact with other children at toddler groups.
- Children enjoy their time with the childminder. However, she does not always take the highest account of their interests and stage of learning when planning activities to optimise their learning. In addition, the play space is visually overstimulating due to the expansive range of equipment and toys, including those more suited to older children. This means that children are not always

fully engaged.

- The childminder helps children to develop their early independence. For example, she encourages them to clean their faces after eating and dispose of their wipes in the bin. The childminder praises children as they follow instructions and learn to use good manners, which helps to foster their self-esteem and confidence.
- The childminder encourages children to develop a positive approach to learning new things. For example, as children try and put their own shoes on, she gives them time to try before sensitively intervening to help them achieve what they set out to do. Children beam with delight and clap in imitation of the childminder as she praises them.
- The childminder uses picture displays to spark simple conversations during daily routines, such as when children arrive or are having their nappies changed. Children spontaneously point to familiar pictures and repeat words, in imitation of the childminder. They delight in listening to songs, which further supports their early speech.
- The childminder provides healthy food items to help children to develop good habits that contribute to a healthy lifestyle. Children readily take a drink of water from their accessible beakers and nibble on nutritious items as part of the finger food lunch. This also helps children to practise their hand-to-eye coordination.
- The childminder reviews and improves certain aspects of the childminding practice, alongside her co-childminder. She keeps up to date with changes, for example through newsletters and emails from various support networks. However, the childminder does not precisely reflect on her individual strengths and weaknesses in order to identify more-focused continued professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out good risk assessments to minimise accidents and promote children's welfare in a safe and secure environment. She refreshes her safeguarding training to ensure that she keeps up to date with changes and current practice. The childminder can identify the potential signs of abuse. She understands reporting procedures and keeps telephone numbers close to hand. This helps the childminder to keep children protected from harm. As children learn to sit at a child-sized table after transitioning from a high chair, the childminder sensitively reminds them to sit on the chair properly. This helps children to learn how to keep themselves safe.

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

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

- strengthen information-sharing with parents in order to help them understand how they can support children's learning at home, particularly in respect of their early language development
- adapt and plan the curriculum and environment more precisely to facilitate young children's play, learning and exploration and their ability to focus to the highest level
- target professional development to help raise the quality of education to the highest level.

## Setting details

<b>Unique reference number</b>	319951
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10285614
<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>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	12 October 2017

## Information about this early years setting

The childminder has been operating since 1989. She lives in Pudsey, on the outskirts of Leeds, and works with another childminder. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds a recognised childcare qualification at level 3. 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 viewed the areas of the premises used by the childminder for childcare purposes and observed care routines and the activities taking place.
- The inspector held discussions with the childminder to understand how she organises the early years setting and curriculum. She observed the quality of education during activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The childminder shared written feedback from parents.
- The inspector viewed relevant documents, including evidence of the childminder's first-aid 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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