

Childminder report

Inspection date:

5 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive happily into the childminder's welcoming home. The childminder creates a relaxed and warm environment, which helps all children to feel safe and secure. Children form close attachments with the childminder, who is caring and attentive to their needs. For example, children receive cuddles, reassurance and praise to support their emotional well-being.

Children make good progress in their learning. The childminder plans an exciting and stimulating curriculum that is based on children's interests and what she wants them to learn next. For example, children enjoy learning about shapes and colours and confidently point out different shapes in their play. This means that children are learning the skills that will support them in their next stage of learning.

Children behave well. The childminder has clear expectations for children's behaviour. She supports these expectations with consistent routines and boundaries. Children follow simple instructions, such as when they are asked to put their shoes away and tidy up. The childminder uses praise to celebrate children's achievements. For example, when younger children willingly share their jigsaw pieces, the childminder offers lots of praise. This helps children to develop confidence, self-esteem and a positive approach to their learning.

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

- Overall, children do well in their speech and language development. The childminder enthusiastically talks to children and asks questions to help enhance their learning. However, the childminder does not always give children time to process and respond when she asks a question or gives instructions. As a result, children do not always have time to fully express themselves.
- Partnerships with parents are strong. The childminder offers parents guidance to support children's learning at home. Parents say that they value the information they receive, such as daily diaries, conversations and photos. Additionally, parents comment on the progress their children make, particularly in their confidence and self-care skills, such as potty training.
- The childminder prioritises creating a strong bond with all children to ensure that they are happy and ready to learn. She tailors her interactions and the provision of activities to help children work towards their next steps in learning. However, during planned activities, interactions with babies are limited because the childminder mainly aims at supporting older children's learning needs. This means that babies do not benefit from the same intentionally planned activities to help support their development.
- The childminder offers children many experiences outside the home. Children have opportunities to have real-life experiences, such as going on buses, trains

and water taxis. The childminder visits local toddler groups, where children learn to interact with other children and take part in group activities. The childminder often meets up with other childminders and the children they look after. This gives children opportunities to widen their friendship groups and develop strong social skills.

- Children are learning how to lead a healthy lifestyle. They have plenty of exercise and fresh air each day. The childminder provides children with a range of healthy snacks and drinks. She works with parents to ensure that packed lunches are healthy and nutritious. Children learn how to brush their teeth and the importance of looking after them.
- Children are learning to be increasingly independent. They are encouraged to make decisions about their play. Children put on their own shoes and know where to hang up their belongings. The childminder supports children to manage their own personal hygiene. For example, children wash and dry their hands after using the toilet and before mealtimes. This means that children gain the key skills that are needed for the next stage of their learning and their eventual move on to school.
- The childminder is reflective of her practice and teaching. She uses parent questionnaires to highlight what she does well and where she can make improvements. The childminder has a positive attitude towards her continuous professional development. She completes a variety of online training courses. For example, she has recently completed training in promoting healthy lifestyles for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She knows who to contact and what to do if she has concerns about children's welfare or think a child may be at risk of harm. The childminder is aware of the procedures to follow if an allegation is made against herself or a family member. She completes relevant training in safeguarding. The childminder can talk with confidence about what she would do in a range of scenarios. She maintains accurate records of children's health and attendance. 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:

- provide children with time to respond to instructions and answer questions to enhance their understanding and learning further
- develop the provision for babies to match their learning needs to ensure that they are engaged in purposeful play and learning.

Setting details

Unique reference number	EY343599
Local authority	Leeds
Inspection number	10301301
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	0 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 January 2018

Information about this early years setting

The childminder registered in 1996 and lives in Tingley, 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 early years qualification at level 3. She 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 her setting.
- The childminder showed the inspector around the areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on the children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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