

Childminder report

Inspection date: 24 October 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

Children are settled and happy in the childminder's welcoming home. They have close relationships with the nurturing childminder and show that they feel safe and secure. Children confidently move around the childminder's home. They choose what they want to do next and play collaboratively with their friends. For example, they work together to look after the baby dolls and ensure that they have been 'fed' their bottles of milk.

The childminder has high expectations of children's behaviour. She sets clear expectations and children are aware of their boundaries. For example, the childminder models how to share toys fairly and to treat the family dog gently. This supports children to develop a good understanding of respect and care for others. Children are extremely polite and behave well in the setting. They are confident and sociable. They greet visitors enthusiastically and engage them in their play and conversation. The childminder is a good role model.

The childminder monitors the progress that children make and swiftly identifies any gaps in their learning. She seeks advice from external agencies, if needed. She is aware of the effect that the COVID-19 pandemic has had on children in her care. For instance, children are taken on regular outings to help to build their social and communication skills.

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

- The childminder implements a curriculum based on children's needs and interests, to promote their good progress. She uses the information she gains from parents when children start, to build on what children already know and can do.
- The childminder promotes children's language well. For instance, children learn new vocabulary, such as 'savannah' and 'migration', when they sit cuddled up to read a story. The childminder asks children questions to assess their knowledge and understanding.
- The childminder skilfully uses opportunities to develop children's understanding of mathematics. For example, the childminder asks children to count the elephants in a book then collect the corresponding number of small-world animals. She extends their learning by asking them to 'add one more' or 'take one away'.
- The childminder increases children's awareness of diversity through providing multicultural resources and celebrating some religious and cultural festivals. For example, children learn about the Mexican celebration 'The Day of the Dead'.
- The childminder takes children on outings and walks in the local area, including fields and woods, toddler groups and garden centres. Children delight in

recalling that the parrot at the garden centre is called 'Charlie' and the colours of the pumpkins they had picked. This enhances their knowledge of the wider world.

- Children learn to do things for themselves, such as putting on their own coats and buttering their toast independently. The childminder encourages children to tidy toys away after play. This prepares children in readiness for the next stage of their education, including starting school.
- The childminder ensures that children wash their hands prior to eating. This helps to promote good hand hygiene routines. Children show a good understanding of why it is important to wash their hands, saying that it is to 'get rid of germs'.
- The childminder has established strong partnerships with parents. She maintains an effective two-way flow of information about children's care and development. Parents speak very highly of the childminder. They say that the childminder is 'fantastic' and that she has 'exceeded their expectations'.
- The childminder builds positive partnerships with other settings that children attend. This helps to ensure high levels of continuity for children's care and learning.
- The childminder attends mandatory training sessions to meet the statutory requirements, such as to update her knowledge of safeguarding and first aid. However, she has not fully explored ways to continually build on the good quality of her teaching to help children to make the very best possible progress.
- The childminder is committed to evaluating her service. She invites regular feedback from parents and children. She gives older children a questionnaire to find out their likes and dislikes. Young children are helped by their parents or the childminder to complete the questionnaire and identify their favourite activities, food and toys. The childminder uses this information to shape her provision and inform her planning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the possible signs and symptoms of abuse. She understands how to identify and report concerns. The childminder ensures that she keeps her knowledge up to date with regular safeguarding training. The childminder also has procedures in place to keep children safe when accessing online resources or devices. She understands the process to follow should there be an allegation made against her or a member of her family. The childminder's home and the resources she uses are well maintained and safe. She completes regular first-aid training and conducts regular fire drills.

What does the setting need to do to improve?

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

- seek further ways to enhance professional development opportunities that focus more specifically on teaching and learning so that children make the best possible progress.

Setting details

Unique reference number	EY266069
Local authority	Leeds
Inspection number	10301328
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	4 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	17 January 2018

Information about this early years setting

The childminder registered in 2003. She lives in Tingley in Wakefield, West Yorkshire. The childminder operates her service from Monday to Friday, 7.30am until 5.30pm, all year round, except for bank holidays and family holidays. She holds a level 3 qualification and provides funded early education places for four-year-old children.

Information about this inspection

Inspector

Claire Budge

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.

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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E: enquiries@ofsted.gov.uk
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