

Childminder report

Inspection date: 31 January 2024

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, attending since they were babies, have secure emotional attachments to the childminder and are happy, confident and settled. The childminder creates a nurturing and accessible environment. This helps children to feel safe and secure. It additionally enables children to make choices in their play, which helps to sustain their motivation.

The childminder plans a good range of activities around children's interests and development stage across the seven areas of learning. This helps children to generally progress well, enjoy learning and develop skills in readiness for moving to school in September. For example, children show excellent concentration while threading, cutting and manipulating tricky fastenings while dressing dolls. These activities help children to develop small-muscle control in readiness for early writing. Children develop early mathematical skills. For example, they skilfully count out wooden circular 'pepperoni' pieces, and the childminder encourages them to create a pattern while threading beads.

The childminder models and instils important social skills. This is reflected in how well children behave and socialise. For example, as they develop their imagination through role play, children bring the inspector a piece of pepperoni, mushroom and pepper 'pizza'. Children happily respond to the childminder's requests, such as tidying some of the toys away to help maintain a safe space to play.

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

- The childminder works closely with parents to settle children in and foster their emotional well-being. When the lockdown restrictions were lifted, the childminder focussed on building children's confidence and gradually expanding their social experiences to minimise any long-term impact.
- The childminder continually observes and assesses children's development, to plan for their next steps in learning. She uses daily routines to build on children's learning, such as counting pieces of toast and talking about 'halves' and 'quarters'.
- The childminder informs parents about children's progress and how they can support children's development together. However, this is not always focussed on areas that require greater levels of support. Furthermore, information sharing with other settings children also attend is not precise enough to optimise children's progress through a shared and consistent approach.
- The childminder helps children to learn about the world around them in many ways. For example, children learn where food comes from as they help to collect fruit and vegetables from the garden and gather blackberries during summer and autumn walks.

- Children develop good levels of independence in most respects, such as managing their toileting needs. However, the childminder does not always encourage children to wipe their own nose and learn about effective hygiene practices, such as washing their hands after sneezing.
- The childminder extends children's learning and warmly supports them. This helps children to grow in confidence and persevere. For example, the childminder reminds children how to hold the scissors correctly and suggests they could build a tall tower with the cotton reels. She models how to tie a knot in the lace and sings 'Old McDonald Had a Farm' as children thread the characters from the song in sequence.
- The childminder enthusiastically reads to children, which helps to build on their language skills, and links stories to favourite activities. For example, children love listening to a favourite story about male and female pirates. This is something they are familiar with through their enjoyment of small-world play with the pirate ship.
- The childminder builds on children's imaginative language. For example, she talks about what they are doing as they engage in role play with dolls and pretend to cook in the home corner role-play area. They tell the childminder they are taking their 'baby' for a walk and make a 'shushing' gesture as they rock their 'baby' to sleep in the cot.
- The childminder provides ample opportunities for children to develop their large physical skills. As part of this, children use a wide variety of equipment that helps them to build up their skills and confidence to master riding a balance bike, for example.
- The childminder uses extensive sources of information to reflect on and improve her practice and keep this up to date. However, she does not always precisely target continued professional development on that which would have the biggest impact on the children who attend.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen partnership working with parents and other settings children attend to help children make the best possible progress
- provide greater opportunities for children to develop independence and learn about practices that contribute to a healthy lifestyle
- target continued professional development more precisely on that which will

have the greatest impact on teaching and learning.

Setting details

Unique reference number	319718
Local authority	Leeds
Inspection number	10304966
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	3 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 1990 and lives in the Halton area of Leeds. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for three-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 childminder.
- The inspector observed the suitability and safety of the childminder's home and garden.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years setting and implements her curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children and viewed written feedback from parents.
- The childminder shared a variety of relevant documents with the inspector.

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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