

Childminder report

Inspection date: 4 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and feel at home in this safe, secure and welcoming environment. They move around the childminder's home freely and choose what they would like to do. Children demonstrate a secure understanding of the routines of the day and are becoming independent, confident learners. They are curious and have good imaginative skills. Children use their knowledge of stories, songs and rhymes in their play. For example, children make up their own songs and rhymes as they play and use props to act out familiar stories. Children are social and have good relationships with the childminder and their peers. They develop friendships and play cooperatively together. They spend much of their time laughing and chatting as they join in with the wide range of experiences on offer.

Children are well behaved and listen carefully to the childminder. They are able to follow instructions and know what is expected of them. For example, children help to tidy away the toys they have been playing with before moving on to the next activity. Children separate from their parents at the childminder's door, due to COVID-19 (coronavirus) restrictions. They benefit from observing the friendly exchanges between the childminder and their parents.

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

- The childminder is experienced and knowledgeable. She helps children to develop across all areas of learning. She offers a broad curriculum, which is based on children's interests and what they need to learn next.
- The childminder interacts positively with children and encourages them to keep going and persevere when challenges occur. For instance, as children build monsters they struggle to connect the different construction toys together. The childminder encourages them to keep trying. However, in her enthusiasm to help, she does not always allow sufficient time for them to solve the problem themselves to support their thinking skills further.
- The childminder skilfully supports children's social and emotional development. She talks to children about how they are feeling and gives them strategies to help them to deal with big emotions. For example, children take deep breaths and count to 10 when they are feeling upset or angry. The childminder teaches children kindness, respect and consideration towards each other.
- Children have plenty of opportunities to be active and enjoy time outside. They run, jump and climb in the childminder's garden, enjoy walks in the woods and join in with daily yoga and mindfulness sessions. This helps to promote children's physical skills well.
- The childminder helps children to develop skills that they will need for the future. She teaches children to be independent and meet their own self-care needs. They wash their own hands and are capable of dressing themselves. For

instance, children put their own shoes on to go outside. They celebrate this achievement and delight in praise from the childminder.

- Children's communication and language development is supported well. Children sit close by the childminder and snuggle in as they listen to stories. The childminder is animated as she reads and includes all children. The childminder leaves spaces for children to fill in the missing words. She spends time chatting with children about what they can see in the pictures. Children link this to their own experiences of going to the woods with the childminder.
- Parents are kept well informed about what is happening in the setting through newsletters and regular updates from the childminder. There is a good two-way flow of communication between home and the setting. The childminder keeps parents informed about their children's learning and how they can support children at home. Parents speak very highly about the childminder and her setting. They say she is kind, caring and supportive. They praise the variety of experiences she provides for their children and are amazed by the progress they make.
- The childminder regularly reflects on her practice to help her to identify training to improve her knowledge and skills. She has carried out her own research and training around supporting children's emotional well-being. She believes this is particularly relevant due to the impact of the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is able to identify signs and symptoms of abuse, including wider safeguarding concerns, such as extremism and radicalisation. She is aware of her role and responsibility to safeguard children. The childminder knows who to contact should she have any concerns regarding children's safety or welfare. The environment is safe and secure as the childminder quickly identifies and removes any potential hazards. Children learn to keep safe with gentle reminders from the childminder to wash their hands and use equipment appropriately.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to help them to work things out for themselves.

Setting details

Unique reference number	2513392
Local authority	Leeds
Inspection number	10191811
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare level 3 qualification.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector spoke with children during the inspection.
- The inspector spoke to parents to gather their views about the setting.

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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