

Childminder report

Inspection date: 21 September 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

The childminder creates a bright and inviting environment for children to investigate and explore in. Children are inquisitive, happy and motivated to learn. They are confident to talk to visitors, and speak to each other with respect. Children sing songs and excitedly join in with nursery rhymes. They feel emotionally secure and show a strong sense of belonging. Children are content in the care of the childminder and her assistant. They settle very well and form strong bonds and friendships.

Children learn about the importance of good oral hygiene. They pretend to be dentists and talk about the importance of not eating too many sugary foods. Children are fascinated while brushing the teeth of their dolls and talk about using the correct amount of toothpaste. In partnership with her assistant, the childminder has implemented a broad curriculum which builds on what children already know and can do. The learning environment is organised effectively. This helps to support children to make their own choices about their play and what they want to do. Children have positive attitudes towards their learning and behave well. The childminder has implemented changes to drop-off and collection procedures to help to keep children safe during the COVID-19 (coronavirus) pandemic and has remained open throughout.

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

- The childminder has a good understanding of how children learn. She knows children well and adapts her teaching to support their individual interests and learning styles. For example, the childminder introduces additional resources, such as a dentist's kit, to enhance children's pretend play. She uses praise and encouragement to promote children's sense of achievement, confidence and self-esteem. This supports children's emotional well-being.
- The childminder uses information gained from her observations of children to plan a range of enjoyable and interesting learning experiences. Overall, she keeps parents informed of their children's time at the setting. For example, she shares information in daily diaries and termly summaries. However, her systems to find out what children are learning from home are not consistently implemented to help children make the best progress.
- The childminder and her assistant are positive role models. They have high expectations for all children in their care. Children are familiar with daily routines and respond well to the childminder's requests. For example, they eagerly sit down to circle and story time when asked.
- The childminder works well with other professionals, such as health visitors and nurseries that children attend. She understands the importance of sharing information to ensure consistency in children's care and learning.

- The childminder reflects on and regularly evaluates the setting. She engages in professional discussion with her assistant to share ideas and consider ways to enhance the service they provide. The childminder and her assistant attend regular training to ensure that their knowledge remains up to date. For example, they both recently attended training about food safety and recent changes to the early years foundation stage.
- The childminder and her assistant implement good personal hygiene routines, such as washing their hands and having a parent who is a dentist visit the setting. The childminder encourages and supports children to explore different fruits and new tastes. Children are consistently provided with a healthy diet, and fresh drinking water is always available. This helps to support children's awareness of being healthy.
- Although the childminder and her assistant know and understand the skills children need to acquire, the intended plans for the teaching of mathematics are not always fully implemented. The childminder does not always extend learning opportunities to fully promote children's mathematical skills. For example, when children are playing in the water, she does not extend their mathematical thinking in the use of counting and problem-solving.
- The childminder seeks good intervention for children who are funded so they get the highest level of support for their individual needs. For example, the childminder has invested in lots of books and words to display around the setting to encourage children's speech and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of child protection issues. They regularly complete training to ensure that they have an effective understanding of their roles and responsibilities. The childminder and her assistant carry out regular risk assessments of the home and outings to ensure the safety of children. They are proactive in teaching children how to keep themselves safe. For example, young children are taught how to climb up and down the stairs safely.

What does the setting need to do to improve?

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

- strengthen the partnerships with parents to find out what children are learning at home, to support children's learning to the highest level
- refine the curriculum for mathematics to extend children's mathematical skills to the highest level.

Setting details

Unique reference number	2519472
Local authority	Leeds
Inspection number	10204558
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 2
Total number of places	10
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 in Leeds, West Yorkshire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a qualification in childcare at level 3 and works alongside an assistant.

Information about this inspection

Inspector

Jane O'Callaghan

Inspection activities

- This was the first routine inspection the childminder 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 the evaluation of the setting.
- The inspector carried out a joint observation of an activity with the childminder and assessed the quality of education.
- The inspector viewed the areas of the home used for childminding.
- The inspector tracked children's experiences and discussed their learning and development with the childminder.
- Suitability documentation for the childminder, her assistant and household members was checked, along with the first-aid certificates.
- The inspector took account of the views of parents and carers through written testimonials.

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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