

Childminder report

Inspection date:

15 September 2022

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 enjoy their time at the childminder's home and effective settling-in arrangements are in place. The childminder and her assistant have secure bonds with the children, and this supports children's sense of security and well-being. The childminder works well with parents to find out about what children can do when they first start in her care and how best she can support them and build on their learning.

Children make good progress in their learning from their initial starting points. The childminder supports children to be confident and ready for school as she encourages their listening, attention and communication skills. Many of the children who attend speak a number of languages. The childminder and her assistant support linguistic diversity as well as encourage the children's understanding and use of English.

Children enjoy regular outings, including woodland walks where they relish being outdoors and learning more about the natural world. The childminder and her assistant provide children with clear and consistent boundaries which helps to ensure children understand expected behaviours. From a young age, children are encouraged and supported to share, take turns and be aware of others' needs as well as their own.

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

- The childminder plans various activities that support children's learning and helps them to acquire the skills and knowledge to support them in making their transitions and next steps in learning.
- Children's communication and language are very well supported. The childminder and her assistant continually have conversations with the children about what they are doing and what they can see and hear on woodland walks. They ask them questions that encourage them to listen, think and share their thoughts and ideas. This helps to support them in becoming skilful communicators and develops their speaking and listening skills.
- The childminder encourages children to try new experiences and challenges them to learn new skills. She helps them to become increasingly more independent and to have a go themselves before seeking help. However, the childminder is less focused on encouraging children's independence at mealtimes. For example, bottles with lids are used for the children, rather than open cups for those that have the ability and skill to be able to use these.
- Children regularly count in their play as they count the number of acorns they have collected and compare who has more and less than one another. They learn about size and shape as they try to put acorns back into their cups. They

work together to find the one that fits the best and describe them as 'too small' as they try the different sizes.

- Children learn more about oral health and how to look after their teeth during daily teeth-brushing routines. The childminder talks to them about how to ensure they brush all of their teeth and explains why it is important to regularly brush and look after their teeth. Children sleep indoors as well as outdoors in their buggies in the fresh air. The garden gate is securely bolted, and the childminder and her assistant monitor the children frequently. However, the childminder has not given full consideration to how children are secured in their buggies as part of her risk assessment, to minimise any risks if a child was to wake up.
- Children demonstrate their physical skills as they climb over fallen trees and skilfully negotiate their way down slopes with arms outstretched to steady themselves. They develop their mark-making skills as they use whiteboards and pens and learn how to hold a pen and gain increasing control. They show good control and coordination as they do their own fastenings on clothing and shoes.
- The childminder and her assistant are committed to updating their knowledge and continuously developing their practice. They have completed various training and continue to update their knowledge and skills.
- Partnerships with parents are well developed. Parents feedback that they can see the progress their children are making and value the feedback they receive from the childminder about the new skills their children are acquiring and how they can help support that learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand the possible indicators of abuse and recognise the importance of making timely referrals to get children and families the support they need. They know the procedures to follow if they have any child protection concerns or if an allegation is made against an adult. The childminder and her assistant maintain a good balance between allowing children to take risks as part of their development and keeping them safe. Children are safely supervised, and regular headcounts ensure all children are accounted for, particularly during outings.

What does the setting need to do to improve?

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

- support children to develop their growing independence skills consistently, especially during mealtimes when eating and drinking
- re-evaluate the sleeping arrangements for children, particularly for those who sleep in buggies outside.

Setting details

Unique reference number	2521727
Local authority	Leeds
Inspection number	10208090
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Bramley, West Yorkshire. She operates on Monday to Friday, from 7:30am to 6pm. The childminder is open all year round. The childminder holds an appropriate qualification at level 3. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Annette Stanger

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector talked to the assistant at appropriate times during the inspection and took account of his views.
- The inspector looked at written feedback from the parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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