

Childminder report

Inspection date: 22 June 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 show that they are extremely happy and settled in the care of this warm and nurturing childminder. They receive a lovely welcome on arrival and eagerly go to find their friends. Children's behaviour is of a high standard. The childminder helps them to understand the importance of taking turns and sharing. Children who have recently started attending are supported to feel like 'part of the team' by the other children. Children's manners are impeccable. They thank each other as they hand around serving dishes at lunchtime. All children receive lots of praise and encouragement from the childminder. This helps them to feel valued and promotes their self-esteem.

Children show considerable concentration as they engage in a wide range of stimulating activities, inside and outside. They carefully use pipettes to mix different-coloured paint. Children are delighted when they discover that mixing blue and yellow makes green. They hunt for wooden letters in porridge oats and learn about the letter names and the sounds that they make. Parents are delighted with the progress that their children are making. They report that their children are flourishing because of the time they spend with the childminder. They appreciate the extra support she has provided for children where there may be special educational needs and/or disabilities.

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

- The childminder has a thorough understanding of how to sequence children's learning. She describes the areas of focus for every child. The childminder's interactions with children as they play closely match their identified next steps in learning. For example, she helps younger children to hold a glue spreader correctly during a craft activity. Older children are given the opportunity to practise forming the initial letter of their name.
- Children demonstrate a love of books and reading. They choose from a wide variety of different books, which are easily accessible. The childminder provides books which are linked to children's current interest in animals and nature. At story time, children become engrossed as the childminder skilfully asks questions and introduces new vocabulary. She makes sure that all children get the opportunity to join in the conversation. Children talk with enthusiasm about nocturnal animals and the diet of different animals.
- The childminder seamlessly introduces mathematics into children's play. Children count objects confidently and accurately. They start to solve problems. For example, children work out how many more thimbles they need to put on their fingers so that they are all covered. The childminder helps children to understand about time. For instance, she sets timers and explains that they will have their snack in five minutes.

- Children benefit from visits to local open spaces where they can run around and practise throwing, catching and kicking balls. They thoroughly enjoy the healthy, home-cooked meals provided for them. The childminder reminds children about the importance of drinking plenty of water on a hot day. Children know they must wash their hands before eating and after using the toilet. This supports their health and well-being. However, at times, the childminder does not consistently help children to understand fully about the importance of healthy eating. For example, she does not remind children that eating lots of sugary food, such as ice cream, is not good for them.
- The childminder understands the importance of helping children to be ready to go to school. Children develop many skills to support their independence. They confidently use tongs to serve their own food. The childminder helps children to hold their knives and forks correctly. When some of the older children go to their bags to get dummies, she explains why they should not be using them. However, the childminder has not held further discussions with parents about being consistent in preparing their children for school.
- The childminder is a highly reflective practitioner. She accesses training to help her to develop her practice even further, to support children's learning and development. She places a great deal of emphasis on helping children to feel emotionally secure. The childminder is highly responsive to children's needs.
- The childminder develops a highly stimulating learning environment. She plans some activities around themes and topics. These are based on children's interests or on special events, such as St Patrick's Day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to keep children safe extremely seriously. She attends regular training to keep her knowledge up to date. The childminder can confidently describe the signs that may indicate a child is at risk of harm. She has contact details for other agencies readily accessible should she need to make any referrals. The childminder's knowledge of safeguarding issues, such as radicalisation, county lines and domestic violence, is of a high standard. She is aware of how to source help for families who may need additional support. She is vigilant in her supervision of children. Children explained to the inspector about the safety checks which they must carry out before going into the garden.

What does the setting need to do to improve?

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

- promote children's understanding of healthy eating even further
- support children's transitions even further by discussing with parents some of the ways which they can help their children to be ready for school.

Setting details

Unique reference number	2522641
Local authority	Leeds
Inspection number	10206579
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 7
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 and lives in the Moortown area of Leeds. She operates on Monday, Wednesday and Thursday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of the views of parents.
- The childminder provided the inspector with a sample of key documents 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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