

# Childminder report

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Inspection date: 11 February 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children are very happy and settle well with the warm and nurturing childminder. They access a homely, welcoming and safe environment. This promotes their emotional well-being. The childminder has clear rules and boundaries in place so that children know what is expected of them. For example, she encourages children to remember to say 'please' and 'thank you' as they play and at mealtimes. She involves children in tidying away activities before they can have tea. Children behave well. Babies concentrate as they select shapes and attempt to place them into a shape sorter. They are excited as they successfully slot the shapes through the corresponding holes. This helps to develop their small-muscle skills.

Children develop good communication and language skills. They listen and respond to stories and songs. The childminder introduces words such as 'light', 'dark' and 'shadows' as children explore books. Children develop their mathematical skills well. The childminder provides a range of activities to support children's understanding of counting and numbers. For example, older children build with wooden blocks and successfully count to five. The childminder encourages children to 'add one more' and find the corresponding number on the wall. Children confidently count and match numbers to 10.

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

- Overall, the childminder implements her curriculum well. She uses observations and regularly assesses children's development. The childminder uses this information to plan what she wants children to learn next. However, occasionally, some group activities are not suitable for children's stage of development and level of understanding. For example, when counting and writing numbers, this does not always match the level of development for all children involved.
- The childminder works closely with parents. They comment that the childminder meets their children's individual needs. The childminder speaks to parents about how they can support children's learning at home. However, she does not share information about children's care or learning with other settings that children attend. This means that continuity in children's care and learning is not promoted as effectively as possible.
- The childminder supports children's language development very well. She speaks clearly and commentates during play. Older children speak in full sentences and have a wide vocabulary. They are confident to ask questions and initiate conversations. The childminder supports toddlers to develop their speech in all aspects of their play. For example, the childminder engages with toddlers when they are babbling. Furthermore, when children point at an object, she encourages them to name the item they want.

- Children benefit from plenty of fresh air and exercise. They enjoy going out for walks in the local community and visiting local parks. The childminder provides children with healthy meals and snacks. She talks to children about the importance of fresh air and exercise.
- Children build meaningful friendships and enjoy each other's company. They enjoy playing imaginative games with each other, often inviting the childminder into their play. For example, children play at being hairdressers and pretend to wash and dry the childminder's hair. Children display good levels of imagination, confidence and independence.
- Children learn about numbers and shapes, and they are starting to use mathematics during their play. For example, they count as they build and compare towers to see which one is the tallest. The childminder encourages children to identify shapes as they post them into a shape sorter. Furthermore, older children are beginning to identify and write numbers.
- Children learn to use technology. They press buttons on interactive toys and move to the music. Babies enthusiastically shake bells and tap on a xylophone. Older children have lots of fun experimenting with slow and fast rhythms. This helps children to develop their large-muscle skills and coordination.
- The childminder is a good role model. She teaches children to be kind and respectful. Children are learning to share resources, with the gentle guidance of the childminder. As a result, children behave well.
- The childminder regularly reflects on her practice. She seeks the views of parents to help her to make continuous improvements to her setting. The childminder has completed a number of online courses to keep up to date with current legislation.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She knows potential indicators of when a child may be at risk of harm. The childminder attends regular training to keep her safeguarding knowledge up to date. She knows what to do in the event of an allegation being made against her or a family member. The childminder shows a good knowledge of safeguarding issues. Examples include the 'Prevent' duty and identifying children and families at risk of radicalisation and developing extremist views. The childminder ensures that her home is safe and secure.

## What does the setting need to do to improve?

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

- review the planning of group activities so that they are consistently planned at the right level for children's age and stage of development

- develop relationships with staff at other settings that children also attend, to exchange precise details about children's care and learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2523647                                                                           |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10206581                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She is a qualified teacher.

## Information about this inspection

### Inspector

Julie Campbell

### 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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and development with the childminder.
- The written views of parents were taken account of by the inspector.
- The inspector looked at a range of documentation, including evidence of the suitability of the adults who live in the household and the childminder's training certificates.

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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