

Childminder report

Inspection date: 1 February 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 are happy in the care of the childminder. They share warm and trusting relationships with her and enjoy a wide range of activities. The childminder creates a bright and inviting environment for children to investigate and explore. Children are inquisitive and interested to learn. They are confident to talk to visitors and speak to each other with respect. Children feel emotionally secure and demonstrate good levels of independence. The childminder knows the children well. She uses her good knowledge of them to provide an engaging curriculum. Children enjoy exploring outside and benefit from fresh air and physical exercise. They develop good coordination skills as they kick a football while playing in the garden. Babies giggle with delight while being supported by the childminder to use the slide.

The childminder uses children's individual interests successfully to extend their learning in all areas of development. For example, she follows children's fascination with dinosaurs to support their learning in mathematics. Children confidently explain their colour, size and texture. They articulately talk about how cause and effect toys operate. Children develop positive attitudes to their learning and behave well. They share toys and join in with singing while playing musical instruments.

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

- Children make good progress in their mathematics skills. They are beginning to develop an understanding of concepts and use language, such as 'big' and 'small'. The childminder encourages children to use numbers during adult-led activities and in their play. Children count in sequence from one to 14 and recognise the numbers that end with 'teen', such as 13. Children recognise shapes, such as 'heart' and 'star' and talk about what makes them unique.
- 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 to create a hairdressing shop, to enhance children's imaginative 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. She keeps children's families well informed about their children's progress, for instance, through learning diaries, verbal feedback and posts on the setting's social media page. However, the childminder is yet to find consistent ways to encourage parents to share children's learning and achievements from home, to further support her to tailor the curriculum to their individual learning needs.
- Children develop good literacy skills. The childminder reads a range of stories to children with expression and interest. She encourages children to name objects

within books and this helps to develop their growing vocabulary.

- The childminder consistently develops children's independence. She encourages children to wash their hands frequently and has put measures in place to protect children against the risk of infection. For example, they use disposable paper towels to prevent cross infection and antibacterial hand spray is accessible to them with supervision. Children select their own resources and equipment and make decisions about what they would like to play with. For example, the childminder has produced a book with photos of all her toys and resources that children can choose from.
- Children's communication and language skills are promoted well. The childminder skilfully interacts with the children. She sits at their level, offering lots of praise and encouragement and listens to their ideas. She asks questions and gives children time to think and respond to help promote their thinking skills.
- Children are well prepared for the move on to nursery and school. The childminder develops good links with local nurseries and schools to share information about children's progress and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She keeps her safeguarding training up to date and has good knowledge of the wider aspects of safeguarding. She can identify the signs or symptoms which might be a cause for concern and knows the correct reporting procedure to follow. The childminder has an effective safeguarding policy, which she shares with parents and carers. She carries out risk assessments when she takes children on outings and always supervises them appropriately. Children learn how to keep themselves safe because the childminder talks to them about how they should behave.

What does the setting need to do to improve?

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

- obtain further information from parents about children's achievements from home, to support the curriculum delivery and fully support their progress to the highest level.

Setting details

Unique reference number	2526530
Local authority	Leeds
Inspection number	10208310
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2019 and lives in the Bramley area of Leeds, West Yorkshire. She operates all year round from 7am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jane O'Callaghan

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 childminder.
- The childminder completed a learning walk of areas of the home used for childminding with the inspector.
- The inspector carried out a joint observation with the childminder to assess the quality of education.
- The inspector tracked children's progress and sampled their learning and developmental records.
- Suitability documentation for both the childminder 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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