

# Childminder report

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Inspection date: 19 May 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**

The childminder is very sensitive to children's individual needs and preferences. She tailors her approach to ensure children settle well in her care. Children quickly develop confidence and self-esteem. They play happily and eagerly explore the safe and well-resourced environment. The childminder joins in their play, providing appropriate challenges that help them to learn more and remember more. Children make good progress in their learning and achieve well.

Children continued to attend throughout the COVID-19 pandemic and their good learning continued. The childminder created an outdoor play space for children to allow more fresh air and distance between them to help to reduce the risk of infection. Children responded to this very positively and it is now a permanent play space for their use. They develop their imaginative skills while exploring a farm tray. They use bricks and blocks to create enclosures and towers.

Children enjoy stories about familiar and favourite characters. The childminder enhances their involvement in stories, for example, by providing toys and other props linked to the book. The childminder's interactions with children during story times are warm and supportive. Children snuggle close and listen intently while the childminder reads, absorbed in the story.

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

- The childminder's good knowledge of child development helps her to check if children are making the progress that they should. She identifies what she wants children to learn next and carries this out through planned activities and opportune moments during routines and children's self-led play. This contributes to the good knowledge and skills that children develop in all areas of learning.
- Children develop good communication skills. The childminder models new language clearly and teaches the correct pronunciation when toddlers attempt new words. Children develop a broad and varied vocabulary and are confident speakers.
- The childminder links activities to children's interests and their preferences. She recognises that young children enjoying filling and emptying toy boxes and allows them to continue with this play. However, she has not considered even more ways to support children's exploratory impulses further during play.
- The childminder is keen to build on her knowledge, for example, by attending training courses and carrying out research. However, sometimes she does not apply her new learning to her practice to help enhance children's experiences even further.
- Children follow instructions and listen carefully to the childminder. She has a positive approach to managing their behaviour. Parents commend her 'firm but

kind discipline'. Children learn right from wrong and benefit from plenty of praise.

- Care routines meet children's needs very well. For example, the childminder ensures that children have plenty of time to adjust after waking from a sleep before they go off to play. She mirrors young children's routines from home to help them to feel at ease and secure in her care.
- The childminder takes steps to ensure that she has the knowledge and skills necessary to care for children well. For example, she seeks out training to help her to understand children's medical needs and provide appropriate care.
- Parents praise the childminder for her high-quality provision. A number of them comment on how she makes their child feel part of her own family. The childminder shares detailed information with them about children's learning and offers suggestions about how they can extend this at home.
- The childminder evaluates her provision regularly and seeks feedback from parents and children. Children report that they love attending. Older children say that they know the childminder will always take good care of them. This demonstrates how safe and secure they feel in her care.
- Children benefit from a carefully planned menu that meets their nutritional needs well. The childminder further supports their good health by ensuring that they have plenty of opportunities for fresh air and exercise.
- The childminder takes children to group activities and on outings in the local area. This helps children to learn about the cultures, beliefs and traditions of others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do if she is concerned about a child's welfare. She keeps her knowledge of local child protection procedures up to date, for example, by subscribing to receive newsletters from the local authority and attending appropriate training courses. The childminder has many procedures in place to assure children's safety while in her care. For example, on outings she uses identity cards that clearly state she is a childminder and who to contact in an emergency. She has stringent procedures in place for managing children's allergies and to administer medication.

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

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

- make even better use of professional development opportunities to focus more closely on raising the already good quality of education to even higher levels
- plan further ways to support children's natural desires to explore and investigate during play.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2534103                                                                           |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10208532                                                                          |
| <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> | 2 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019. She lives in the Alwoodley area of Leeds. The childminder has an assistant registered for emergency back-up care only. The childminder operates predominantly during term time, Monday to Friday, from 7am to 6pm. She offers occasional overnight care and care during school holidays on request.

## Information about this inspection

### Inspector

Clare Wilkins

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around all areas of her home that are used for childcare. She talked about how she organises her setting and about her curriculum.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The childminder discussed leadership and management matters with the inspector. She provided relevant documents for inspection, including evidence of the suitability checks carried out on adults in the household.
- The inspector spoke to children at appropriate times during the inspection. She took account of parent's views through written feedback provided.

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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