

Childminder report

Inspection date: 6 May 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 arrive happy and eager to learn in this safe and nurturing setting. They receive a warm welcome from the childminder before finding their friends to play.

The childminder has high expectations for all children. Children's behaviour is good. They learn to share and take turns as the childminder demonstrates kindness. The childminder understands how the COVID-19 pandemic has had an impact on children's emotional development. Children learn to manage strong feelings as they receive cuddles from the childminder and talk about their emotions. They practise mindfulness as they play with malleable sand. Children calm down after playing outside by doing yoga stretches. This helps children to relax and feel ready for the next part of their day.

Children who speak English as an additional language receive exceptional support. Their diverse backgrounds are fostered by the childminder. Children visit the library to find books written in their home language. They hear the childminder use words that are meaningful to them. Children learn how to say important phrases such as 'hello', and 'my name is...' in their home languages and English. This supports children to understand new vocabulary. Children hear the childminder speak Spanish alongside English. They become confident in speaking and understanding several languages.

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

- Children enjoy daily outings with the childminder. They develop their physical skills by climbing trees in the forest. Children learn the names of farm animals in the local fields. They enjoy the responsibility of feeding the fish in the garden pond. These experiences help children to learn about the natural world.
- Children celebrate religious festivals that are important to them, such as Eid and Easter. They find out about cultures and beliefs other than their own. The childminder reminds children to say please and thank you. Children are developing an understanding of the British values of respect and tolerance for others.
- Children build their vocabulary as they listen to stories and learn a wide range of songs. Children listen carefully as the childminder changes the words of familiar songs to help them learn the names of animals. They dance with excitement as they snap like crocodiles and jump like monkeys. Children sing their favourite songs to their friends during circle time. This raises children's self-esteem.
- The childminder plans activities to help children consolidate previous learning. For example, she adds farm animals to a table-top activity that the children are doing. This gives children the opportunity to practise the vocabulary that they have previously learned. The childminder talks to the children about the animals

and asks questions. However, children are not always given enough thinking time to respond. The childminder does not consistently use the correct vocabulary when labelling objects. This limits the progress that children can make in developing their communication skills.

- The childminder provides a varied and healthy menu for the children. Children enjoy learning to chop their own fruit during snack time. The childminder gives children opportunities to try for themselves before offering help. This enables children to develop their resilience. The childminder respectfully asks children for consent before she changes their nappy. Children learn that they are in control of their own bodies.
- Communication with parents is good. Parents enjoy receiving daily photos and updates about their child's progress. The childminder talks to parents about the ways that they can support their child's learning at home. Children make good progress, as the childminder works with parents to help children achieve their next steps.
- The childminder improves her practice by completing online learning courses. She applies newly learned knowledge and skills to support children and their families. For example, she has completed a training course about children's oral health. The childminder speaks to parents about how best to care for their children's teeth. The childminder seeks feedback on her practice by asking parents to complete questionnaires. She considers how she can improve the setting to enhance the experiences of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is secure and clean. The childminder checks the safety of play areas and closely supervises children to prevent accidents. She has a broad understanding of safeguarding issues. She keeps her knowledge up to date by reading information online and watching webinars. This ensures that she can quickly spot the signs of abuse and neglect. The childminder knows the actions that she must take if she has concerns about a child, or if an allegation is made against her. The childminder shares information with parents about online safety. This promotes the safe use of technology at home.

What does the setting need to do to improve?

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

- ensure children are given enough thinking time to respond to questions and develop their critical thinking skills
- use the correct vocabulary consistently when labelling objects to further support children's communication and language development.

Setting details

Unique reference number	2543974
Local authority	Leeds
Inspection number	10215461
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	2 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Morley area of Leeds. She operates Monday to Friday from 8.45am to 6pm, all year round except family holidays and bank holidays. The childminder has an appropriate level 3 childcare qualification. The childminder offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Samantha Lambert

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 childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The inspector spoke to several parents during the inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022