

Childminder report

Inspection date: 17 March 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, safe and at ease in the childminder's care. Confident children play busily with their friends. The quieter, less confident children take the childminder by the hand to include her in their play. The childminder is sensitive to those children who need more support in social settings, following the restrictions during the COVID-19 pandemic. Since community-run groups have reopened, she knows that some children are less self-assured in larger groups of children. The childminder is helping these children to grow in confidence.

All children make good progress across all areas of learning. They are motivated and independent learners. Toddlers chatter to themselves while pretending to make tea in the play kitchen. Pre-school children sit close to one another to share books and talk about the different dinosaurs they can see. All children are keen to join in activities led by the childminder. They listen carefully and follow instructions when making faces from dough, looking in the mirror to identify their eyes, nose and mouth.

The childminder strives to provide the best care and education for all children. She values the uniqueness of each child. The childminder helps children to understand and celebrate the similarities and differences between themselves in a very positive way. Children compare the colours of their eyes and skin when making self-portraits.

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

- The childminder's teaching is responsive to children's needs. For example, she identifies when children become restless and would benefit from being outdoors. This helps children to stay engaged in their learning.
- The childminder's plans for children's learning are focused around their interests and what they need to learn next. She reinforces children's learning by recapping and repeating activities. This helps children to learn more and remember more.
- The childminder reads to children with enthusiasm. She engages them in discussions about the themes of books and skilfully explains new words. This helps older children to develop a wide vocabulary. Children use tricky words such as 'excavator' and 'extinguish' during their play. Younger children make excellent progress with their developing speech.
- The childminder has attended a course to help her support children's mathematical development. Children count and compare quantities and sizes. However, the childminder does not plan opportunities when children play to develop older, most-able children's understanding of numbers and counting even further.

- The childminder encourages children to have a positive attitude to their learning. She encourages them to keep trying when they find a task tricky. Instead of saying, 'I can't do it,' she encourages children to say, 'I need to try and learn'. Children persevere and succeed. This helps to raise their self-esteem.
- Children's behaviour is good. The childminder has a firm but fair approach that helps them to learn right from wrong. However, when children occasionally become frustrated, she does not consistently encourage them to talk about their feelings and to consider the feelings of others.
- Children have plenty of opportunities for fresh air and exercise to help promote their good health. The childminder encourages parents to provide healthy and balanced lunch boxes, and she talks to the children about the benefits of nutritious food. This helps children to develop an understanding of healthy lifestyles.
- Children make very good attempts to put on their coats and wellington boots. They wash and dry their hands, and help to prepare their snacks. This helps children to develop their independence in preparation for starting school.
- The childminder assesses children's learning and development. This helps her to quickly identify children who may need extra support. She works closely with parents and other professionals to provide a consistent approach to children's learning. This helps to ensure that all children make the progress that they are capable of.
- Partnerships with parents are well established. The childminder seeks parents' views, for example from questionnaires, and takes account of their suggestions. Parents describe her as a 'secure and positive role model'. They are active partners in their children's learning and welcome suggestions to extend children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows about the different kinds of abuse that children can be at risk from and how to identify them. She attends training courses and reads online guidance from her local authority. This helps to keep her knowledge of safeguarding up to date, including about the risks posed to children by extreme views and behaviours. The childminder knows who to contact if she is concerned about a child's welfare. She checks her home regularly for hazards. The childminder supports children to learn how to keep themselves safe. For example, she teaches them to use and hold safety scissors correctly.

What does the setting need to do to improve?

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

- support older, most-able children to develop their understanding of numbers and

counting even further

- teach children about the language of feelings to help them to manage their minor frustrations and support their good behaviour even more effectively.

Setting details

Unique reference number	2546555
Local authority	Leeds
Inspection number	10215580
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Austhorpe area of Leeds. The childminder is open all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She is a qualified teacher. The childminder provides early funded education for children aged two, three and four years.

Information about this inspection

Inspector
Clare Wilkins

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 has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around the setting. She talked about how she organises her provision and about her plans for children's learning.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The childminder talked to the inspector about safeguarding and the leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on adults in the household.
- The inspector evaluated an activity alongside the childminder.
- The inspector spoke to children at appropriate times during the inspection. She also looked at written feedback from parents and took account of their views.

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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