

Childminder report

Inspection date: 25 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 are happy and confident in this home-from-home setting. The childminder creates a friendly and safe environment where children can access a wide range of toys and resources. Children behave well. They show empathy and are beginning to understand feelings and emotions. The childminder's gentle reminders of boundaries help them to manage their own behaviour. Children are developing their independence ready for the move to school. For example, they take their shoes and coats off when they come into the setting and are beginning to manage their own personal care. Children have good health and hygiene routines. They engage in activities where they learn about good dental health.

Children demonstrate good physical skills. They enjoy trips to local parks where they take managed risks while using large play equipment. They regularly walk to school and learn about road safety on the way. The childminder spends time with other childminders. This gives children opportunities to socialise and build friendships with a larger group of children. This helps them to develop their social skills ready for the move to school. Overall, children have strong relationships with each other. They learn to share and wait for their turn when using resources.

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

- Children settle quickly in the childminder's care. They have secure relationships with her and soon become familiar with everyday routines. Children who are more confident lead their play and enjoy developing storylines linked to real-life experiences. For example, they pretend that the play kitchen is an ice-cream parlour. They take turns to be the shopkeeper and the customer. Children who are new to the setting play alongside them happily with their chosen toys. However, the childminder does not always fully support the newest children to collaborate and cooperate with others.
- In the main, the childminder has a good knowledge of the children in her care. She completes ongoing observations to assess children's level of achievement and identify their next steps. She shares information with parents so that they know what their children are focusing on and how to continue this at home. However, the childminder does not always gather enough information about children who are new to the setting. For instance, she does not find out if they have already had their two-year-old progress check with the health visitor. This means that, at times, her planning does not target their individual learning needs. Consequently, they lose interest in activities and do not make the best possible progress.
- The childminder teaches mathematics well. Children count money and are beginning to recognise numbers in print. They look for shapes in their environment. For example, they point out that their cup is round like a circle and

their tray is a rectangle. Children use cups to measure flour when making play dough. They talk about how many they need. The childminder encourages them to think about how many they will have if they add one more.

- The childminder supports children's love of reading. Children freely access a suitable range of books. The childminder encourages them to talk about what they can see on the cover and in the pictures. She repeats what they say so they can hear phrases pronounced correctly. This helps children to develop their early communication skills. Children access writing materials. They develop their small muscles and control over tools as they mix ingredients and knead dough.
- Parents are positive about the care the childminder provides. They comment that she works alongside school, provides good support for children during transitions and offers a good variety of activities. They say that their children have 'come on in leaps and bounds' during their time in her care. The childminder works with parents to seek support for children who have gaps in their learning. She shares information with other settings the children attend, which promotes continuity in children's learning.
- The childminder reflects on her practice and looks for ways to enhance learning experiences for children. For instance, she is currently renovating her outdoor space so that children can have free access to an outdoor play area. She links with other childminders to share ideas and good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She completes effective risk assessments in her home and outdoors to keep children safe. The childminder has a secure understanding of the possible signs that a child may be at risk of harm or abuse. She has a suitable knowledge of wider child protection issues, such as children who are at risk from extreme behaviours or of being groomed online. The childminder shares her policies and procedures with parents so they know what measures are in place to keep their children safe.

What does the setting need to do to improve?

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

- use every opportunity to support children who are new to the setting to play cooperatively and build their relationships with other children
- strengthen partnerships with parents to share more detailed information about children's learning and development when they start in the setting; and use the information to strengthen planning so that the newest children are always engaged well and motivated to learn more.

Setting details

Unique reference number	2547442
Local authority	Leeds
Inspection number	10221515
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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the East Ardsley area of Leeds. The childminder is open Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Nicola Dickinson

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 discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about their play.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed teaching. She talked to the childminder about how they evaluate the provision.

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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