

Childminder report

Inspection date: 18 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 have close emotional bonds with the childminder, who helps them to feel safe and secure. For example, she warmly cuddles younger children as they approach her to sit on her knee to look at a book. Children babble as they point to pictures. They delight in the social interactions of the childminder, as she builds on their early language. Children express joy as they learn new skills, such as operating the waterwheel.

Children are happy and settled. They are keen to explore their environment and love having free access to the outdoors. Children, especially those over two years, enjoy a wide variety of activities and experiences. The childminder has generally high expectations of what children can achieve. All age groups start to make progress from the moment they enter and, overall, develop skills that prepare them for starting nursery or school. This includes children with special educational needs and/or disabilities or those in receipt of additional funding.

Children play alongside one another amicably. They take turns to carefully climb up the steps to the slide. The childminder gently reminds them to wait until it is clear to go. With gentle encouragement, children learn to share resources. They enjoy the childminder's interactions as she counts with them and sings songs as they play in the sand.

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

- The childminder gathers a variety of information from parents before children start, such as their likes, interests, care routines and stage of development. This helps the childminder to support new children and tailor settling-in visits to meet their individual needs. There is an ongoing exchange of information with parents, including how they can support children's learning at home.
- The childminder supports children's early language development in a variety of ways. For example, she talks to children as they play and sings with younger children as they explore musical instruments. She names simple objects for younger children to copy. However, for children who speak English as an additional language, there is scope to develop the strategies used to support their communication skills.
- The childminder fosters children's self-esteem and confidence effectively. For example, when children think they cannot do something, she encourages them to try and praises their achievements. The childminder uses positive gestures as younger children learn new skills. She reassures them that it is okay when the bun mixture misses the bun case or overflows.
- Some planned activities, such as baking, which children are eager to take part in, are rushed by the childminder. She does not maximise opportunities to

expand children's learning, including their early mathematics, and challenge three-year-old children. Children do not have enough time to fully enjoy the activity and process what they are learning.

- Children have many opportunities to develop their physical skills. For example, younger children turn the pages of a board book and giggle as they jump up and down in the garden. Children handle sand and water resources to scoop, fill and pour, and they use a spoon to stir the bun mixture.
- The childminder provides a generally well-planned curriculum which offers a broad range of learning opportunities. Activities and toys are readily accessible outdoors and in the playroom. These especially engage and motivate children aged over two years. However, the childminder does not take full account of younger children's interests and stage of development when implementing the curriculum, to promote their learning even further.
- The childminder supports children's early reading skills effectively. For example, children visit the library, and activities link to favourite stories to help to develop children's memory and recall. Children spontaneously make marks in flour and learn to recognise their names. For instance, they have labelled drinks which they access independently.
- The childminder enriches children's experiences and opportunities to socialise through a wide range of outings. For example, children visit soft-play centres, the farm and toddler groups. The childminder and her co-childminder have set some of these up, to fulfil a need within their community after the COVID-19 pandemic lockdown restrictions were lifted.
- The childminder has completed a variety of training to help her to promote children's welfare. She is now focusing on strengthening her knowledge of teaching and learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children closely, such as when they practise climbing up the steep steps to the slide. As she applies sun protection cream, she talks to children about how this will protect them from the sunshine. The childminder encourages children to put their hats back on, to further protect them. This helps children to understand how to keep themselves safe. The childminder secures younger children in their high chair to promote their welfare. She can identify possible indicators of abuse and fully understands the procedures for reporting any concerns of a child protection nature. This helps to keep children safe from harm.

What does the setting need to do to improve?

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

- broaden the strategies used to support children's communication and language

skills, for those who speak English as an additional language

- provide greater levels of challenge for three-year-old children and give them time to enjoy and process what they are learning
- develop the implementation of the curriculum, to more precisely target younger children's individual learning needs and fully facilitate their interests.

Setting details

Unique reference number	2554179
Local authority	Leeds
Inspection number	10225999
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	0 to 10
Total number of places	6
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She works from her co-childminder's premises in the Bramley area of Leeds. The childminder operates all year round from 8am to 4pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 inspector observed areas used for childcare purposes, care routines and the activities taking place. The inspector spoke to children during the inspection about what they enjoy doing.
- The childminder and her co-childminder discussed how they organise the early years provision and implement the curriculum. The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity taking place indoors.
- The inspector viewed written feedback from parents, including questionnaires.
- The childminder shared relevant documents, including records of learning, training certificates and evidence of the suitability of persons living and working in the household.

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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