

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 show they are happy and settled during their time in the childminder's care. They beam with pride as they receive encouragement and praise from the childminder throughout the day. Children enjoy talking about what they are doing. They confidently name the toy dinosaurs they find hidden during sensory play. They learn to solve problems when trying to line cars up in the toy garage. They join in the actions to familiar songs and rhymes. This supports their development in all areas of learning.

Children's behaviour is of a high standard. They play together extremely well. They learn the importance of taking turns and sharing. They are careful to watch where they are going as they speed around the garden on balance bicycles. Children are forming strong friendships. They greet each other enthusiastically when new children arrive.

Parents are delighted with the progress their children are making. They receive regular updates about their children's development. The childminder regularly invites parents to come and watch their children as they play. This helps parents to be able to support their children's learning at home. Parents are grateful for the additional support the childminder has provided during the COVID-19 pandemic.

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

- The childminder designs her curriculum around the children's interests. She knows the children extremely well. This enables her to plan carefully for their next steps in learning. The childminder adapts the learning environment to provide varied learning opportunities. For example, she created a 'dental surgery' to teach children about oral hygiene. They also practised mark making in the appointments book.
- The development of children's speech and communication is at the heart of the childminder's practice. She introduces new vocabulary as children watch a bee fly around the garden. She asks the children lots of questions and gives them time to respond in full sentences. As a result, children are becoming confident communicators.
- The childminder incorporates regular opportunities for children to count and to identify colours and shapes throughout their play. She helps the children to count accurately by showing them how to clap their hands each time they say a number name.
- Children are clearly developing a love of books. The childminder lets them choose stories for her to read aloud. She reads with great animation and the children become engrossed. However, at times, the more confident children dominate the discussion about the book. Quieter children enjoy the story but do

not get the opportunity to answer questions and predict what might happen next.

- Children learn new skills as they play in the garden. The childminder shows the younger children how to use a scooter. They proudly demonstrate their new skill to the inspector. They all persevere as they try to throw and catch balls. The childminder knows that the children now need to work on how to control the ball more.
- The childminder is an excellent role model. She gently reminds children to say 'please' and 'thank you'. She speaks to the children with a great deal of respect. When they talk about their feelings, the childminder tells the children that she feels very happy when they are with her. This helps to build children's self-esteem.
- Children are generally very well supported to become more independent. They confidently apply their own sun lotion, using a mirror to check that it is rubbed in correctly. They follow excellent hygiene routines, without being prompted, after using the toilet. Children serve their own food, using tongs. However, this approach is not always consistent. Children do not help the childminder to fetch the plates, cutlery and food from the kitchen. The childminder pours the milk for the children.
- Children benefit from healthy home-cooked food. The childminder encourages them to try new things to eat. They talk about why it is important to drink plenty of water on a warm day. This promotes children's health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to keep children safe extremely seriously. She attends regular training to keep her knowledge of safeguarding issues up to date. The childminder is confident in her knowledge of how to identify a child who may be at risk of harm. She understands the process to be followed if she has a concern about a child's safety. She also knows what to do if an allegation is made about her own conduct. Regular risk assessments are carried out to ensure the children's safety in the childminder's house and when out and about.

What does the setting need to do to improve?

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

- consider how to develop children's independence even further at mealtimes
- ensure that quieter children are always given time to think and respond to questions, especially at story time.

Setting details

Unique reference number	2563312
Local authority	Leeds
Inspection number	10226002
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Bramley area of Leeds, West Yorkshire. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation outdoors.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector viewed areas of the childminder's home used for childminding and discussed the safety and suitability of the premises.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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