

Childminder report

Inspection date: 3 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 extremely happy. They enjoy their time in this welcoming, inviting and homely setting. Children demonstrate that they feel safe and secure in the childminder's care. They are confident and sociable. Children happily chat to the childminder, each other and visitors. Children show positive attitudes towards their learning and engage in a wide range of stimulating experiences. They move freely around the childminder's home and choose where they would like to play. For instance, children revisit their fascination in filling and emptying containers in a range of ways. The childminder expertly supports children to fulfil this interest by providing different opportunities to explore in the indoor and outdoor environments.

Children build close relationships with the childminder, who is calm, kind and nurturing. The childminder is a good role model. She helps children to develop their independence and self-help skills. Children delight in the responsibility of helping the childminder to carry out age-appropriate tasks. For example, children help to get cups, plates and cutlery ready at lunchtime. Overall, children are well behaved and demonstrate good manners.

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

- The childminder knows the children that she cares for incredibly well. She spends time playing alongside them, and assessing their learning and development. This helps her to plan experiences to help children to make progress across all areas of the curriculum.
- The childminder's curriculum is sequenced and well planned so that children develop new skills and build on what they already know, understand and can do. The childminder provides challenging experiences that support children to build good foundations in their learning. This helps children to be ready for the next stages in their development and eventual move onto school.
- The childminder interacts positively with children and adapts activities to support children's individual needs. For example, as children make their own play dough, the childminder realises that children are engrossed in exploring the dry flour and salt mixture. She re-evaluates her plans in order to allow children to follow their own interests and explore using their own ideas.
- The childminder's nurturing approach helps her to build strong relationships with children. She is sensitive to their needs and gives them the affection they need to explore her home with confidence. The childminder praises children's achievements, good behaviour and kindness. However, the childminder does not consistently make her expectations of children clear enough. This means that, on occasion, some children do not always do as the childminder intends.
- The childminder successfully uses the local area to support children to develop

their knowledge and skills. She feels that it is important for children to learn about their local community. Children regularly visit shops, the library and playgroups.

- Nature plays an important role in the childminder's setting. The childminder is keen for children to learn about the environment and living things. Children enjoy growing their own plants and helping in the childminder's vegetable patch. They help to care for the childminder's chickens. Children learn about kindness and respect for living creatures.
- Children have a healthy and well-balanced diet. The childminder makes a range of home-cooked meals, which children enjoy eating together. Older children serve themselves and help to serve younger children too. The childminder makes mealtimes a social occasion, where all children come together and chat about their day.
- The childminder has established good links with other settings that children attended. She works closely with them to share information about children's learning and development. This helps to provide a consistent approach to children's care and education.
- Partnerships with parents are strong. Parents are very complimentary about the childminder and the service she provides. They say that the childminder keeps them informed about what their children are doing and learning.
- The childminder keeps her knowledge and skills up to date through completing regular training. She brings what she has learned back to her setting to make improvements that support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and protected from harm. She clearly explains the actions she would take should she become concerned about children's welfare. The childminder has robust procedures to ensure that all adults living in the household are suitable to have contact with children. She knows the steps to take if an allegation is made against herself or a household member. The childminder understands broader safeguarding issues, such as exploitation and radicalisation. She uses thorough risk assessments to make sure that the premises are safe. The childminder attends regular training to keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

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

- ensure that expectations of children are consistently clear so that all children understand and follow what is expected of them.

Setting details

Unique reference number	2567312
Local authority	Leeds
Inspection number	10226006
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
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 2020 and lives in Leeds. She offers care during term time from 8am to 5.30pm, Monday to Friday. The childminder has a relevant qualification at level 6.

Information about this inspection

Inspector
Clare Cotton

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 completed a learning walk and discussed how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback provided by parents to gather their views and opinions about the setting.

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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