

Childminder report

Inspection date: 27 April 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 enjoy their time in this welcoming and homely environment. They show they feel safe and secure, and build strong bonds with the childminder who is loving and nurturing. Children enjoy playing alongside the childminder and seek her out for comfort and to join in with their play. Children sit close to the childminder and eagerly listen to stories about different fruit and vegetables. Following this, they match real vegetables to those they have seen in the story. Children learn the names of the vegetables and begin to sort them into colours. Children are engaged in activities and show positive attitudes towards their learning. Overall, the childminder has high expectations for all children. She skilfully supports their learning in a fun and exciting way. Children laugh and giggle as they play and join in with the wide range of experiences on offer.

Children demonstrate good behaviour and are polite. They respond well to simple house rules and the importance of being kind to each other, sharing and taking turns. Children assist the childminder to complete tasks, such as tidying away resources once they have finished playing.

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

- The childminder offers a range of visits to help new children to settle into her home. She finds out detailed information about children from their parents before they start. This includes children's likes, dislikes and what they can do. The childminder uses this information to help children feel comfortable and to settle quickly.
- The childminder knows the children she cares for very well. She confidently describes where children are in their learning and development. She explains how she will further support children to make progress across all areas of the curriculum.
- The childminder focuses on helping children to develop their personal, social and communication skills. She wants all children to leave her setting confident, independent and with the skills they will need for future learning.
- The childminder supports children's communication and language development well, particularly those children who speak English as an additional language. She values children's home languages and uses these alongside English to help extend children's understanding and support their language acquisition.
- Children's early mathematics skills are supported well through activities and routines. Children count objects, sort them into colours and are able to identify which groups have 'more' or 'less' items in them.
- Overall, children's learning is supported well. However, on occasions, activities are led by the childminder and do not provide enough opportunities for children to develop and express their own ideas. For example, children are not always

able to choose and use craft materials how they would like to.

- Children learn about the world around them and nature through the experiences the childminder provides. Children spend time outside each day. They go for walks in the local community, visit play groups and enjoy searching for insects and collecting natural items, like sticks and stones.
- The childminder is positive and gives children praise and encouragement as they develop new skills, such as using scissors. Children show high levels of determination and persistence as they practise using scissors to cut different materials. Children show pride in their own achievements.
- Partnerships with parents are strong. Parents are kept informed about what their children are learning in the setting. For instance, the childminder regularly sends photographs of children engaging in activities and shares children's achievements with their parents. She offers advice and suggestions about how parents can help to support their children's learning at home.
- The childminder keeps her knowledge and skills up to date through completing regular training and attending childminder network meetings. She brings what she has learned back into the setting and makes improvements to support children's learning and development needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is able to identify signs of abuse, including broader safeguarding concerns, such as radicalisation and domestic violence. The childminder knows who to contact should she have any concerns about a child's safety or welfare. The environment is safe and secure as the childminder completes a daily risk assessment before children arrive. Children learn to keep safe with gentle reminders from the childminder. For example, children learn about road safety and how to manage risks in their play, such as when using climbing apparatus at the park.

What does the setting need to do to improve?

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

- develop activities to support and extend children's imagination and allow them to express themselves in their own unique way.

Setting details

Unique reference number	2571420
Local authority	Leeds
Inspection number	10226010
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Leeds. She opens Monday to Friday all year round, except for bank holidays and family holidays. Sessions start from 7am until 6pm. The childminder holds a suitable level 3 home-based childcare qualification.

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 inspector and the childminder completed a learning walk to understand 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 to discuss safeguarding arrangements and how the childminder evaluates her setting.
- The inspector looked at relevant documentation, such as evidence of the suitability of persons living or 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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