

Childminder report

Inspection date: 20 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

The childminder provides a fun, caring and stimulating environment for children. She has high expectations and helps children to make good progress across all of their learning and development. Children show enjoyment as they explore the activities available to them. For example, they race cars up and down the tracks outside, and develop good physical skills on the slide and swings. Indoors, they use powder paints to experiment with colours and make marks on the tray. The childminder regularly takes children out into the community and they enjoy visits to the local parks and Royal Horticultural Society gardens. They begin to develop self-confidence and good social skills as they experience meeting more people and seeing new places.

The childminder recognises the impact of the COVID-19 pandemic on children's personal, social and emotional development. She makes adjustments to help children settle in and provides good levels of support and communication for parents. This has a positive impact on children's emotional well-being and helps parents to feel reassured. The childminder is a good role model for children. She consistently promotes their good health and positive behaviour. Children are well mannered and helpful towards each other.

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

- The childminder gathers information from parents and families to help her get to know children. She organises settling-in visits which meet children's individual needs. Children have developed strong bonds with the childminder and they show they feel safe with her. For instance, they explore resources with interest and ask for help when they need it.
- Children benefit from a clear, sequenced curriculum, which helps them to make good progress. The childminder provides an exciting range of experiences, which are based on their interests. However, during planned activities, teaching could be even more sharply focused on children's individual learning goals. Some opportunities to challenge them further are missed.
- The childminder focuses on helping children to develop good communication and language skills. Children show enjoyment in stories and singing activities with props, such as shakers and musical instruments. Older children begin to concentrate on the initial sounds they hear in words. They start to recall main parts of the story and develop good listening skills.
- The childminder supports children who speak dual languages and uses one or two words in their home language, such as please and thank you. Children show delight when they hear this and respond well. However, the childminder does not consistently promote this during activities. She plans to use children's second language even more to build on their existing confidence and encourage further

verbal communication.

- Children thoroughly enjoy snack with the childminder. She incorporates main themes from a story, and uses this time to help them develop independence and an awareness of safety. For example, children are keen to try the different fresh fruits like the caterpillar in their story. They use a knife to chop safely and talk about their real-life caterpillars they can see growing.
- Children's behaviour is very positive. The childminder has a calm and positive approach, which keeps the environment settled. Children learn how to manage conflict between themselves and know how to share. The childminder praises them when they are kind to each other and supports them if they find things difficult.
- The childminder is committed to making continual improvements. She accesses regular professional development courses and reflects on her provision. For instance, she used her new knowledge of 'active stories' to help children develop love for books from a young age. She ensures her assistants have a good knowledge of the requirements of the early years foundation stage, so they can support children's learning.
- Communication and partnership working are strengths of the childminder. Parents are very happy with every aspect of the childminder's provision. They say their children are well cared for and describe the childminder as 'kind and nurturing, fun and encouraging'. In addition, the childminder has developed relationships with other settings children attend. This helps to promote consistency and continuity for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm. She understands the safeguarding and welfare requirements of the early years foundation stage. She has clear procedures to follow if she has concerns about children's welfare. The childminder confidently identifies potential signs of abuse and neglect, including signs of female genital mutilation and county lines. She teaches older children how to stay safe using the internet. She talks to younger children about road safety when they go out on daily walks. The childminder has obtained Disclosure and Barring Service checks for her assistants to verify their suitability to work with children.

What does the setting need to do to improve?

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

- focus teaching during planned activities, to provide the highest levels of challenge for children
- consider ways to include children's home languages during their play and

experiences, to help them build even more confidence and promote their verbal communication.

Setting details

Unique reference number	2573309
Local authority	Leeds
Inspection number	10226011
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Horsforth in Leeds. She operates term time only from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children. She is a qualified teacher and has a relevant qualification in home-based childcare. The childminder occasionally uses her registered assistants.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector indoors, during a planned activity.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- The childminder obtained written feedback from parents for the inspection.

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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