

Childminder report

Inspection date:

5 September 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 very confident in the care of the childminder and ask lots of questions. They are eager to meet their visitor. Children quickly settle into their familiar routine. They are very polite and have wonderful manners. Children say 'excuse me' when they want to pass. They have a very warm and caring relationship with the childminder, which helps them to feel safe and secure.

Children enjoy being outdoors. They have a wide variety of resources and equipment that they can choose to play with. For example, children add water from the outside tap to the mud in the pretend kitchen, and are busy making 'tea'. They scoop out the mud and pour it into other bowls, using kitchen utensils. Children laugh when the mud splashes onto them. Children use their imaginations well.

Children take part in activities based on their current interests and needs. For example, children enjoy learning about dinosaurs. They use an archaeology set in the sand to seek out the dinosaurs that are hidden as they carefully brush away the sand. Children complete the dinosaur jigsaws, matching the body to the head and tails. As a result, children, including children with special educational needs and/or disabilities (SEND), make good progress in their learning and development.

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

- The childminder provides a curriculum that focuses on building children's confidence and willingness to keep on trying. She explains that if children are confident, they will learn by their mistakes and keep trying to do better. For example, when using tweezers to sort bears into coloured cups, some children are hesitant to have a go. The childminder offers encouragement and demonstrates how children can hold the tweezers. When children do this, the childminder praises their achievements and children smile in appreciation. Children learn to keep persevering in their chosen activities.
- The childminder provides opportunities to develop children's communication and language throughout their day. For example, she builds up children's excitement at the arrival of a new book, 'The Baddies'. Children ask lots of questions about the new characters. The childminder reads the book then recalls how the characters reacted with their friends. She checks that children understand the words she uses. As a result, children develop wonderful speech and language skills.
- Children take part in activities that help them to develop the skills and physical strength for writing. For example, children paint on the chalkboard with water. They use large arm movements that help to strengthen their shoulders and wrists. Children use tweezers to develop a good pincer grip for writing. They draw and colour using crayons. The childminder encourages older children to

write their name. Children learn good pre-writing skills ready for the next stage in their learning.

- The childminder is very experienced in supporting children with SEND. She makes regular observations and assessments of children's learning and development. The childminder identifies areas where children may need additional support and puts interventions in place. She is aware of children's medical needs or allergies. The childminder has completed training in the health requirements of children to ensure that she is able to meet their welfare needs.
- The childminder demonstrates good behaviour management when children are learning to share and take turns. However, children do not yet thoroughly understand their own emotions and feelings to consider the feelings of others.
- The childminder provides a wide selection of wonderful healthy meals, which children clearly enjoy. She works with parents to encourage children to explore new flavours and textures. Children serve their own food and pour their own drinks. They use knives to chop up their fruit for snack while supervised by the childminder. Children learn what makes them healthy while developing their independence skills.
- Partnership with parents is positive. Parents express their appreciation with the childminder's perseverance to encourage children to eat a varied healthy diet, which she provides. They receive regular communication about their child's time at the childminder's setting. Parents are informed about how their child is learning and developing. They are given ideas on how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the procedures to follow and who to contact if she has a child protection concern regarding a child or adult. The childminder carries out daily safety checks to ensure that her premises are safe and secure before children arrive. She maintains accurate records of children's attendance. The childminder has completed a variety of safeguarding training courses, including the 'Prevent' duty.

What does the setting need to do to improve?

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

- support children to understand their emotions and feelings, to support their sharing and turn-taking skills.

Setting details

Unique reference number	2593199
Local authority	Leeds
Inspection number	10252000
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	1 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Leeds, West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder hold an early years qualification at level 3. She provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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