

Childminder report

Inspection date: 12 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they are extremely happy in the care of this dedicated childminder. They are developing a love of learning as they engage in a variety of stimulating activities, both indoors and outside. Resources are arranged to ensure that children can make independent choices in their play. They use magnifying glasses to look for insects in the garden. They work as a team when transporting sand so they can try to weigh it on scales. Children concentrate as they use cutters to make different play dough shapes. They confidently name shapes, such as diamond, as they match them to pictures on a chart.

Children develop warm and secure bonds with the childminder, who is highly responsive to their needs. They invite the childminder to join their play. They talk with her as they eat their lunch. They tell her what they have enjoyed doing that morning. Children beam with pride when they are praised for being kind to their friends. Their behaviour is very good.

Children benefit from many trips and visits in the community, sometimes travelling by train. For instance, they attend the library and visit local shops. At a stay and play session, they meet with elderly residents and enjoy learning new skills from them. These activities support children to learn more about the world around them. They also provide opportunities to socialise with other children and adults.

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

- The childminder ensures there is a good balance of adult-led activities and times for children to play and explore independently. She skilfully follows up children's interests. For example, she suggests they carry out a science experiment when they start to explore what happens when they drop vegetables into water. Children start to problem-solve as they look for objects that might sink.
- The development of children's speech and communication is a high priority for the childminder. She introduces new vocabulary and repeats words and phrases clearly to help children hear the correct pronunciation. Children are asked a wide range of questions. They are given time to consider their responses. This helps children to become confident communicators.
- The childminder has a clear understanding of what children need to learn next to make progress in both their learning and their social skills. However, at times, the activities she provides do not consistently give children enough opportunity to develop these skills. For example, children who are learning to play together cooperatively and take turns are given their own equipment, so they do not need to share. In addition, opportunities for children to work on their next steps in learning to count are sometimes not fully developed.
- The childminder seamlessly incorporates books into children's learning. For

example, during a counting activity, a range of number books attract children's interest. Children retell a favourite story as they make gingerbread men out of play dough. When they are not sure which animals feature in the story, the childminder suggests they read the book together. They snuggle up to listen to the story, while carefully holding on to their play dough figures. This supports children to develop a love of books and reading.

- Children's health and well-being is promoted very effectively. The childminder provides healthy meals. She explains to the children that some sweet foods are not good for their teeth and should only be eaten as treats. Children are reminded of the importance of drinking plenty of water on a hot day. Children know when they must wash their hands. They have good opportunities to run around in the secure garden.
- Feedback from parents is extremely positive. They report that they know their children are safe and well cared for. Parents appreciate the wide range of interesting experiences the childminder provides. They welcome the feedback they receive about their children's learning.
- The childminder establishes strong links with the local primary school. This helps to make the process of supporting children more effective when they move on. School leaders say they value the support plans the childminder puts in place for children with special educational needs and/or disabilities.
- The childminder is passionate about her role. She is a reflective practitioner and evaluates her provision regularly. She collects children's views about what they like to do when they attend. She has considered the impact of COVID-19 on children. As a result, she has incorporated strategies to support children's mental health into her practice.

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 up to date. She can describe the signs that might indicate a child is at risk of harm. She is aware of a wide range of safeguarding issues, including domestic violence, grooming and neglect. The childminder is fully aware of the procedures to follow should she need to report any concerns. She carries out regular checks of her home and garden to make sure they are safe. The childminder supervises children vigilantly and helps them to understand how they can keep themselves safe.

What does the setting need to do to improve?

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

- implement experiences more effectively, so that they focus more precisely on children's next steps in learning, to help them to make even more progress.

Setting details

Unique reference number	319693
Local authority	Leeds
Inspection number	10117245
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder was registered in 1994 and lives in the Guiseley area of Leeds, West Yorkshire. The childminder holds a relevant childcare qualification at level 5. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector about the activities they were doing.
- The inspector took account of the views of parents in their written comments.
- The childminder provided the inspector with a sample of key documentation.

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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