

Childminder report

Inspection date:

27 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a stimulating, loving and warm environment for children. Children arrive happy and are eager to start their day. The childminder builds strong relationships with children and their families. This helps children to settle quickly and develop secure attachments with her.

Children make choices about their play. They benefit from well-planned activities and resources, both indoors and outdoors. For example, children run around, climb and thoroughly enjoy riding their scooters. This provides children with the opportunity to strengthen their large muscles and keep them active. The childminder understands and shows a good awareness of how to give children experiences that help them to achieve well. This means that children gain the skills that help contribute to their readiness for their next stage in learning.

Children behave very well. The childminder and her assistant are positive role models. They promote positive behaviour by offering regular praise and encouragement, to ensure children feel valued and respected. Children follow rules and boundaries with ease and feel safe and secure in their surroundings. For example, they follow instructions well throughout the day. Children show positive attitudes to learning and develop a good sense of responsibility.

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

- The childminder and her assistant have established excellent relationships with parents. They share information with parents about their children's learning and about their day. The childminder shares activities with parents to promote continued learning at home. For example, she sends children home with whiteboards and pens, to practise their writing skills. Parents feel involved in their children's learning and speak positively about their children's experiences at the setting.
- Children do well in their speech and language development. The childminder and her assistant provide children with a language-rich environment. Children benefit from opportunities to develop vocabulary in both English and their home language. They are given time and opportunities to learn new vocabulary and practise known words. However, occasionally, the childminder does not consistently model the correct pronunciation of words for younger children.
- Children develop a good awareness of healthy lifestyles. They are taught how to plant and grow vegetables, such as tomatoes and blueberries. Children enjoy eating these throughout the year as part of their well-balanced diet. The childminder and her assistant work in partnership with parents to teach children about the importance of oral hygiene. For example, they support parents with their children's first visit to the dentist.

- The childminder shows a genuine enjoyment of her work. She is committed to her ongoing professional development. The childminder completes a variety of additional training courses and reads relevant articles to strengthen her knowledge and skills. For example, she has completed training to strengthen her knowledge of working in partnership with parents and in planning for children's learning. She shares this information with her assistant.
- The childminder has a good knowledge of children's development and assesses their progress to identify what they need to learn next. The childminder and her assistant make good use of all daily opportunities to promote children's learning. For example, they plan activities for children to learn about the alphabet and they sing the alphabet song together with the children. This helps ensure that children make the best possible progress in their learning.
- Children enjoy learning about the natural world around them and the community in which they live. For example, they visit places of interest, local towns, parks, farms and museums. This helps to further extend children's active play, and promotes their knowledge and understanding of the world. In addition, children have regular opportunities to socialise with other children, which helps to support their social development.
- The childminder and her assistant use opportunities to extend children's mathematical understanding. For example, children count how many ants they can see in a puzzle activity. In addition, children are encouraged to explore and understand size, quantity and positional language. This develops children's early mathematical skills well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have good knowledge and understanding of how to safeguard children effectively in their care. They know how to keep children safe. They know who to contact and what to do if they have concerns about children's welfare or think a child may be at risk of harm. The childminder and her assistant are aware of the impact that a child's family life may have on a child's development. They know where to seek safeguarding advice and support, and they understand the role of relevant agencies. They maintain accurate records of children's health and attendance. Children are well supervised.

What does the setting need to do to improve?

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

- use correct vocabulary when talking to children so that they can consistently hear and practise the correct pronunciation of words.

Setting details

Unique reference number	319730
Local authority	Leeds
Inspection number	10229430
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 6
Total number of places	12
Number of children on roll	5
Date of previous inspection	21 December 2016

Information about this early years setting

The childminder registered in 1991 and lives in Yeadon, West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant hold appropriate qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was completed by the childminder and the inspector.
- The inspector observed the quality of interactions between the childminder, her assistant and children, and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included children's learning records, relevant policies and evidence of the childminder's professional development.

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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