

Childminder report

Inspection date: 21 June 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with a home-from-home environment. Children enjoy her company, and form a warm and loving relationship with her. Children feel safe and secure, confident that the childminder is close by if they need help or reassurance.

The childminder is a good role model. She sensitively encourages children to share and take turns. Children respond positively to her and, as a result, they are starting to develop good social skills. The childminder helps children to learn routines to support their independence. For instance, children learn how to tidy away toys in readiness for lunchtime and after lunch they help to wipe the table. Children understand the routines in place, and they behave well. The childminder gives children constant praise, comfort and encouragement. Children show their increasing independence as they choose what to play with and settle happily to explore their chosen toys.

Children's communication and confidence develops effectively. The childminder builds on children's language skills expertly. She repeats words back clearly to children and introduces new vocabulary as children play. The childminder uses every opportunity to model and reinforce language. She encourages opportunities for lots of conversation. Children are given time to talk. They are supported to talk about their families or recent things that they have done at home.

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

- The childminder has a detailed knowledge of each child. She uses this to carefully identify what children need to learn next and weaves this into their play. The childminder focuses on children's interests when planning activities. Children are, therefore, engaged and enthusiastically take part in the activities that she has planned. As a result, children make good progress in their learning and development.
- Children develop a love for singing songs and reading books. Books and stories are carefully chosen by the childminder to involve the children and encourage them to join in. Children gather eagerly around the childminder as she reads. They cuddle up to her, pointing at the pictures as she tells the story. Children laugh and giggle as she changes her voice to engage them. They join in excitedly.
- The childminder demonstrates a sensitive understanding of the potential effects of the restrictions during the COVID-19 pandemic. She supports children well in socialising with their peers, recognising that they may not have had these opportunities. Children attend weekly playgroup sessions. They go on outings to farms, parks, local woodlands and museums. This gives children a deep

knowledge and understanding of the world around them. Parents talk about the positive way in which these visits have improved their children's confidence and self-esteem.

- The childminder reflects thoughtfully on the service that she provides, to help her to develop and continue to raise the quality of her care. She keeps mandatory training up to date, such as first aid and safeguarding. However, to enhance her practice further, she needs to be more proactive in ensuring that she continues to keep her overall knowledge of the curriculum up to date, by completing a wider range of professional development.
- Relationships with parents are strong. Parents feel well informed. They state that phone calls and regular conversations keep them up to date with what their child is learning and how they are making progress. Parents say that the childminder is always accommodating and supportive. They recognise that their children flourish in her care.
- The childminder provides children with consistent messages about making healthy choices, including how to have a healthy diet. She provides nutritious meals and snacks. The childminder plans activities to encourage children to explore and try new foods. For example, children are highly motivated when making their own pizzas. They confidently choose their own toppings from a range of healthy options. Children smell and taste foods that they have not tried before.
- The childminder supports children's mathematical understanding effectively. She supports children's number recognition and counting skills well. The childminder incorporates numbers and simple mathematical activities into children's play. For example, children use language, such as 'bigger' and 'longer', when making shapes from play dough. The childminder encourages children to count carefully to say how many shapes they have made.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding and child protection issues. She recognises the signs of abuse and neglect, and knows what to do if she is concerned that a child is at risk of harm. The childminder helps children to keep themselves safe in meaningful ways, such as teaching them to cross the road safely when walking to school. The childminder supervises children closely in her home to ensure that they are safe and within sight and hearing at all times. She provides a safe environment for children and minimises risks effectively in her home.

What does the setting need to do to improve?

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

- target training and professional development to continue to enhance the quality of learning and the learning environment.

Setting details

Unique reference number	319735
Local authority	Leeds
Inspection number	10064233
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	22 September 2015

Information about this early years setting

The childminder registered in 1990 and lives in East Ardsley, Wakefield. She operates all year round from 7am to 5.30pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sarah Gordon

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder spoke to the inspector about the intentions for children's learning.
- The inspector observed the childminder interacting with children during care routines and play activities. The inspector assessed the impact these have on children's well-being and development.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents to gather their views.

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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