

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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in the home of this caring and dedicated childminder. Parents appreciate the home-from-home environment. Children settle quickly and are very happy. Young children demonstrate this as they follow the childminder around her home. Toddlers seek reassurance from her when new people, such as the inspector, enter the childminder's home. Toddlers sit on her knee and talk to her about trucks or the book they are looking at. Children learn how to keep themselves safe. For example, from an early age they learn how to use knives safely to cut play fruit. Toddlers know how to keep themselves safe in the sun. During the inspection, they say 'hat?', before going outside after a period of hot weather.

The childminder has high overall expectations for children's learning. She has a clear curriculum intent which she builds on effectively as she plays alongside children. For example, toddlers join words together to form two- and three-word phrases. Children behave well. They learn to understand the rules that are in place and the childminder takes time to explain these to children. They follow the childminder's instructions. This is evident when children come inside when the childminder asks them to.

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

- Children play in a well-equipped learning environment, inside and outside. The childminder provides many learning opportunities. For example, children thoroughly enjoy exploring stones outside. The childminder works alongside them, demonstrating counting. This helps children make good progress in mathematics.
- The childminder supports children's interactions exceptionally well. For example, she reads books to children to help them develop their language. The childminder focuses on children's communication as she talks to them, reinforcing single words and animal sounds. Later in the morning, babies begin to identify animals by making the sounds they make.
- The childminder helps children to understand how they can keep themselves healthy. Children enjoy a healthy diet and plenty of fresh air. The childminder promotes children's oral health effectively. For example, she knows that all the children she cares for are registered with a dentist. She plans activities, such as brushing teeth, to help children develop good habits.
- The childminder follows children's interests. For example, she puts out cars and musical instruments to support their fascinations. There are a range of resources which children access independently. However, children sometimes become distracted by the wide range of resources. They then move on to try new resources without tidying the previous resources away. This means that at

times, children find it more difficult to become engaged in a particular activity, as there are too many resources out.

- The childminder supports children with special educational needs and/or disabilities (SEND) effectively. She attends training to strengthen her understanding. She works exceptionally well with schools and other professionals to ensure that children's needs are met effectively.
- Overall, the childminder places a high priority on reading books to support children's literacy skills. The books she uses are age-appropriate and she reads them in an interesting and exciting way. She gives younger children time to lift the flaps and explore the illustrations. However, although the childminder has a range of books out, these are not always easily accessible for younger children and this impacts on their ability to choose and use books independently.
- The childminder has a strong relationship with parents. For example, she shares information on a regular basis about where children are in their learning. Parents appreciate the updates on how children are reaching their developmental milestones.
- The childminder works extremely well with the local primary school. For example, she finds out how she can help children at home and plans activities to support their development further. She works particularly closely with schools to support children with SEND. For example, she reinforces skills and activities in her home to help children progress towards the targets they are set.
- The childminder's professional development is focused. For example, recent training she attended on mathematics has had a significant impact on the way she supports children. She has thought about the vocabulary she can promote inside and outside. She uses this when playing alongside children. This contributes towards children's very good progress in mathematics.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very strong understanding of all aspects of safeguarding, including female genital mutilation and child exploitation. She knows the local procedures to follow if she has a concern about a child's welfare. She talks confidently about the signs and symptoms that may indicate that a child has been subjected to abuse. Children are safe. The childminder's home is very secure. For example, her doors are locked at all times. The childminder teaches children how to leave her home safely in case of an emergency, such as a fire.

What does the setting need to do to improve?

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

- develop children's love of reading even further and provide more opportunities for children to select books and explore them independently

- consider ways to help children become even more engaged in activities.

Setting details

Unique reference number	319798
Local authority	Leeds
Inspection number	10064334
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	6
Date of previous inspection	27 May 2016

Information about this early years setting

The childminder registered in 1993 and lives in Tingley, Wakefield. She operates term time only, from 7am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Elizabeth Fish

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 and the inspector evaluated an activity.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector around her home and explained how she organises her environment, inside and outside, to support children's learning.
- Parents provided written feedback for the purpose of the inspection.
- The inspector observed children playing and learning.
- The childminder explained how she manages her provision. She explained how she keeps children safe.
- The inspector viewed a range of documentation, including those relating to the childminder's suitability.

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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