

Childminder report

Inspection date: 18 May 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 enjoy attending the childminder's welcoming and inclusive setting. They build warm and respectful relationships with the childminder and arrive happy and ready for their day. The childminder works closely with parents to gather detailed information about their children when they first start at the setting. She uses this information to take account of children's individual care routines, interests and learning needs from their starting points. Children settle in quickly and demonstrate that they feel safe and secure in the childminder's care.

Children know the daily routines and follow the expectations for their behaviour well. The childminder acts as a positive role model to children with her kind and nurturing approach. She reminds children to use their good manners and be kind to their friends. Children build positive relationships with their friends and learn how to manage their own feelings and behaviour.

The childminder makes accurate assessments of children's learning and quickly identifies when children need additional support. The childminder promptly shares this information with parents and links them to external professionals, where required. Children are supported effectively when they do not progress as expected. This helps them make steady progress from their starting points.

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

- Overall, children's learning is generally well supported through positive interactions with the childminder, particularly during adult-led activities. However, on occasions, the childminder does not provide children with the same level of opportunities to develop their knowledge and skills. This is sometimes the case during free-flow play. This means that some children, particularly the most able, are not challenged enough during independent play.
- Children show good levels of resilience and self-esteem. They play with enthusiasm and confidently participate during planned activities. For example, children explore the different texture, taste and smell of fruits. They develop good physical skills and learn how to keep themselves safe while using sharp apparatus. The childminder praises children for their good efforts, which helps to keep them motivated and engaged.
- Children develop good mathematical skills. The childminder maximises opportunities for children to develop their understanding of number. For example, she encourages children to count the number of pieces of fruit in a group. Children learn that the total number of pieces changes as they continue to cut the fruit. Children confidently recognise numerals and understand number values up to five.
- The childminder successfully supports children's early language development

and literacy skills. She uses good questioning skills to encourage all children to participate in discussions and express their ideas. This includes those who are less-confident speakers. The childminder encourages children to think of different words to describe the taste and smell of foods eaten by the hungry caterpillar in the story. Children thoroughly enjoy using props to help to retell familiar stories.

- Children enjoy the time they spend outdoors playing in the fresh air. They have plenty of opportunities to exercise and develop their physical skills. For example, children develop their coordination and balance while using climbing equipment and ride-on vehicles. They enjoy making marks and using creative materials during outdoor play.
- The childminder has developed good links with the local nursery children attend. For example, the childminder shares key information about a child's day, to promote continuity in their care. However, she does not find out about what children are being taught and their level of progress at nursery. This affects the continuity in their learning.
- The childminder reflects well on her teaching practice and demonstrates her commitment to make continuous improvements. For example, she seeks feedback from children and parents to help to identify ways to maintain her good level of service. The childminder accesses training courses to enhance her teaching skills and keep up to date with current developments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of how to safeguard children and protect them from the risk of harm. She attends regular training and completes her own research online to keep up to date with wider safeguarding matters. The childminder has a clear knowledge of safeguarding protocols and actions to take should she be concerned about a child's welfare. She understands what to do in the event an allegation is made against her or a member of the household. The childminder carries out daily checks of all areas of the premises children access, to ensure that they remain safe and suitable.

What does the setting need to do to improve?

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

- strengthen partnerships and share information with other settings children attend, to provide continuity in their learning
- provide children with more targeted support and opportunities to develop their knowledge and skills during independent play.

Setting details

Unique reference number	319875
Local authority	Leeds
Inspection number	10064239
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 December 2015

Information about this early years setting

The childminder registered in 1987 and lives in Killingbeck, Leeds. She operates all year round from 7.30am and 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

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 their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- A joint evaluation of a communication and language activity was carried out with the childminder.
- The inspector reviewed a sample of parents' written feedback and took account of their views.
- The inspector reviewed a sample of key documentation, including policies, procedures and other records regarding health and safety.

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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