

Childminder report

Inspection date: 28 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are confident and show that they settle quickly in the care of the nurturing childminder. Young babies laugh and smile as she sings and talks to them. Older children learn to share and take turns. For instance, they show a good understanding of the concept of a sand timer. They turn this over and wait their turn. Children join in with matching games. They turn over cards to find the corresponding animal. Children form excellent friendships with each other.

Children develop a love of books. They show high levels of excitement when the childminder reads their favourite stories. Children ask for them to be repeated. The childminder pauses to encourage children to join in. Children show a preference for stories and songs combined. The childminder reads and sings as children act out movements, such as stomping and dancing like the animal characters in the story. She offers regular praise and encouragement. This helps to promote children's self-esteem. Children learn to do things for themselves. They are supported to participate with tasks appropriate to their age and stage of development, such as helping to tidy away toys and equipment after use. This helps to develop children's independence.

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

- Children join in with activities that help them to develop good physical skills. Young babies move and reach for different coloured balls in a ball pit during outdoor play. Children benefit from swimming lessons. They visit regular groups, including library sessions and trips to an indoor play gym. Children are provided with healthy choices during mealtimes. They learn the importance of following good hygiene practices. This helps children to develop an understanding of the importance of following a healthy lifestyle.
- Children show excellent hand-eye coordination. They learn to use large bubble wands and concentrate as they gather enough mixture before blowing bubbles in the garden. Children mix ingredients together, such as sand and water. They tell the childminder that they are making magic potions. They spend time filling and emptying containers. This helps to develop children's creative skills.
- Parents are provided with regular updates about what their children learn at the setting. This helps parents to continue their children's learning at home. Parents speak highly of the care that their children receive and compliment the childminder on her flexible and nurturing approach with their children.
- Children learn to develop good mathematical skills. They collect rice in weighing scales and learn to balance them. Children participate in treasure hunt games in the garden. They look for hidden numbers. However, sometimes activities are not appropriate to children's interests or do not build on what they need to learn next. Children, on occasions, do not sustain high levels of engagement in play,

and learning is lost.

- The childminder works in effective partnership with others. This includes working collaboratively with other childminders. The childminder is committed to developing her skills and knowledge and completes regular training and researches information. She evaluates her practice to review areas of improvement.
- Children paint pictures during outdoor play. The childminder provides a running commentary and talks about what she can see children doing. For instance, she says, 'That looks like a spider.' However, the childminder does not build on her commentary and questions to help offer challenge and help children extend their learning even further.
- Generally, children behave well. The childminder talks to children about positive behaviour strategies. She provides ways to help children stay calm and manage their feelings and behaviour.
- The childminder places a strong emphasis on helping children to keep themselves safe. Children understand that they must wear sun hats when it is warm outside. The childminder ensures children are shaded in the sunshine. She talks to children about the importance of drinking water. Children learn to line up at a wall in the garden as the childminder locks the gates. This helps to ensure that no unauthorised persons can enter the premises.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of how to recognise and report concerns relating to children's safety and well-being. She understands her responsibility to notify the relevant authorities in the event of an allegation being made against her or a family member. The childminder has implemented policies and practices to help ensure the safe and efficient running of her setting. She completes regular training sessions, including research to keep her knowledge up to date. She is able to identify signs that a child and their family could be exposed to a risk of harm, including domestic abuse situations, drug offences and those exposed to extreme views or behaviours.

What does the setting need to do to improve?

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

- review assessments and observations to ensure activities offer more ways for children to become deeply engaged in their play
- offer further challenge as children play, particularly through questioning to help children build on their imaginative and thinking skills.

Setting details

Unique reference number	319937
Local authority	Leeds
Inspection number	10117256
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	0 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 1994 and lives in Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Allison

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 their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.

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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