

Childminder report

Inspection date: 17 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 are happy and content in the relaxed and welcoming environment the childminder creates for them. They benefit from the warm and secure attachments that they build with the childminder. She has a kind, caring and nurturing approach. Children demonstrate good levels of confidence and delight in the praise that they receive from the childminder. This helps to keep children engaged and motivated during their play. Children are confident and resilient learners.

Children benefit from the effective relationships the childminder builds with their parents. The childminder gives high priority to getting to know children when they first start at the setting. For example, she gathers detailed information from parents about their child's individual care and learning needs. The childminder uses this information to plan familiar activities and care routines. This helps children to settle in quickly and feel safe and secure in the childminder's care.

The childminder has high expectations of what children can achieve. She completes regular observations and assessments of children's learning to help identify any gaps in their development. The childminder uses this information to plan a wide range of experiences that help to close any emerging gaps in a child's development. This helps to ensure children receive the targeted support that they need in their learning. Children make good levels of progress and develop the skills they need for their future learning.

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

- The childminder considers the impact the COVID-19 pandemic has had on children's learning and experiences. For example, she provides children with opportunities to develop their social skills through accessing play groups and by regularly meeting with other childminders. This gives children the opportunity to learn about different people in their community and how to cooperate and play with others.
- The childminder has a secure knowledge and understanding of the early years foundation stage. She offers a wide range of activities and resources that takes account of children's interests and covers all areas of learning. However, the childminder does not consistently give children enough time to play and explore independently before moving them on to the next task.
- Children develop good literacy skills and a love of reading. They listen intently to the childminder as she reads, and eagerly join in with making different animal sounds. Children enjoy using interactive books and match the corresponding pictures and sounds. Children handle books with care and help to turn pages as the childminder reads.
- The childminder creates a rich environment for children to develop their

emerging communication skills. For example, children learn to use sign language to communicate their individual needs, such as 'more', at snack time. The childminder recognises and responds to these well, which motivates children to use the signs that they have been learning.

- Children develop good physical and mathematical skills. They learn about cause and effect as they press buttons and levers to operate interactive toys, for example. The childminder encourages children to count the number of balls as they add one more. Children show an awareness of space and capacity as they add more balls back in to the container, and press the lever when it is full.
- Partnerships with parents are effective. The childminder shares ongoing information with parents about their child's progress and what they have been learning in the setting. Parents comment that they feel well informed about how to continue their child's learning at home.
- Children become increasingly independent in managing their own self-care needs, according to their stage of development. For example, the childminder encourages children to feed themselves independently. She talks to them about the importance of following good hygiene practices and models these skills well.
- The childminder seeks feedback from parents to evaluate the quality of her setting and identify areas to improve. However, she does not use self-evaluation to help focus precisely on professional development, to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by completing her own research online and accessing regular child protection training. She has a secure knowledge and understanding of the potential signs and indicators of abuse. The childminder knows how to respond to concerns about a child's welfare or in the event an allegation is made. She completes thorough daily checks to help ensure all areas of the premises children access are safe and secure. The childminder keeps accurate written records of accidents and shares information with parents. This helps to ensure children's health, safety and well-being.

What does the setting need to do to improve?

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

- consistently give children the time that they need to explore and problem solve independently
- use self-evaluation to help focus more precisely on professional development opportunities, to help raise the quality of teaching to the highest level.

Setting details

Unique reference number	319990
Local authority	Leeds
Inspection number	10064243
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	13 July 2015

Information about this early years setting

The childminder registered in 1992 and lives in Meanwood, Leeds. She opens Monday to Friday, all year round, except for family holidays and bank holidays. Sessions are from 8am until 5.30pm.

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 provider.
- The childminder and the inspector completed 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 that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The inspector talked to parents at appropriate times during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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