

Childminder report

Inspection date: 14 February 2020

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 warmly welcomed into the childminder's home. Parents say they feel at ease leaving their children in her care. They are comforted that the childminder ensures that they are happy and safe. The childminder's calm and supportive approach helps to reassure children. They form close bonds with her, often climbing onto her lap for a hug.

The childminder has high expectations for all children. She observes them at play and works alongside parents to assess their development. She has a clear focus for what she wants each child to learn. This contributes to their good achievements and they learn new skills quickly. They are eager to join in and enjoy the activities that the childminder provides. Children are able to choose what they play with and they do so with confidence. However, opportunities for young children to explore and investigate are, at times, limited.

Very young children develop early friendships and help one another. For example, a child helps their friend to climb up onto the sofa for a story. Their good behaviour is supported very well by the childminder's positive approach. She offers children plenty of praise, and models respect and good manners consistently.

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

- The childminder supports children's communication and language development well. She speaks clearly and in simple sentences, and repeats words back to children during play. For example, toddlers name toy animals and copy the sounds they make. They develop more confidence to speak, and become increasingly vocal and learn new words rapidly.
- Children show a love of books and stories. The childminder reads to them with energy and enthusiasm. Young children listen intently, point to pictures and turn the pages as she reads. They develop early skills in literacy that prepare them well for learning to read. The childminder provides resources such as books with counting rhymes, which helps children to become familiar with numbers.
- The childminder considers children's interests when she decides which toys and activities she will provide. For example, children who like vehicles and transport enjoying pushing toy cars up and down the ramps of a garage. However, there is scope to provide more opportunities for young children to play with things in different ways, to experiment and to explore.
- Partnerships with other settings are well established. The childminder shares information about children's learning with a pre-school that they attend. This helps to provide consistency in children's learning. Pre-school staff describe the childminder as being a 'crucial bridge' between themselves and parents.
- The childminder is qualified and has many years of experience. She completes

mandatory training courses and reads and researches online to keep her knowledge of requirements up to date. However, her professional development is not focused closely enough on developing her good teaching skills to even higher levels.

- Children benefit from regular outings that help to build on their experiences. For example, they visit local parks and woodlands. The childminder takes them to group activities, such as story and song sessions. She values the experience children receive as they learn to sit in a group and listen, in preparation for school.
- The childminder promotes children's good health effectively. She meets children's medical and dietary needs meticulously. Meals and snacks are nutritious, and children get plenty of fresh air and exercise. They learn good hygiene habits, such as washing their hands and disposing of tissues safely. This helps them to develop an understanding of the importance of healthy lifestyles.
- Children develop good levels of independence. They are eager to help and show pride when they succeed. Young children learn to manage their own coats and shoes and carry their snacks to the table. The childminder supports this well, encouraging children to keep trying when they find tasks tricky.
- Children learn about different people, communities and cultures through age-appropriate activities. For example, they try foods from around the world and make pictures to celebrate different festivals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role to protect children from harm. She knows the children in her care very well and is vigilant to any changes in their behaviour or well-being that may cause concern about their welfare. She has effective procedures in place to record and report any concerns appropriately. The childminder completes regular checks on her home and carefully considers any risks there may be on outings. This helps to ensure children's safety while in her care. The childminder keeps her safeguarding knowledge up to date through, for instance, appropriate training courses and contact with her local children's centre.

What does the setting need to do to improve?

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

- extend the opportunities young children have to explore and investigate during play
- focus plans for professional development more closely on raising the quality of education towards an outstanding level.

Setting details

Unique reference number	320030
Local authority	Leeds
Inspection number	10059917
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	3 November 2014

Information about this early years setting

The childminder has been operating since 1987 and lives in the Temple Newsam area of Leeds, West Yorkshire. She provides care all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder talked about how she teaches children, while showing the inspector around her home.
- The inspector observed the childminder's teaching and assessed the impact on children's learning and development.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke to the childminder at appropriate times during the inspection. She also looked at relevant documentation, including evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents through written feedback provided.

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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