

Childminder report

Inspection date:

6 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm, bright and stimulating environment. They can choose what they want to play with easily, making decisions by themselves. Children have the chance to create their own posters of different shapes that they see in everyday life. For example, they choose pizza slices and half-cut sandwiches for triangles. They decide on plates, traffic signs and buttons for circles.

Children benefit greatly from outdoor play and the wide variety of natural materials provided. For instance, they discover frogspawn in the garden pond and then watch how tadpoles start to appear over time. They learn that sunlight and water are needed for potatoes and seeds to grow in the soil. Children enjoy going for walks, picking up fallen conkers and cones along the way. They store them in the childminder's 'treasure box' and use scales to check how much they weigh.

Children are happy, settled and eager to learn. They have formed secure emotional bonds with the childminder, who supports them sensitively as they play. Expectations for how children behave are high. They receive gentle encouragement to keep on trying, if they start to find things difficult. Children consistently hear clear instructions and have the confidence to complete any tasks set. For example, they match the different coloured bears to the same-coloured bowls and are proud of their 'good sorting'.

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

- The childminder uses her sense of humour well to make children think about and react to what she is saying. For instance, she holds up a black bowl and smiles when children correct her, proudly stating that 'it is purple!' The childminder supports children to remember and talk about past events. Children are keen to talk about when they were hopping on one foot at the gymnastics club. They are excited to think about the 'delicious baking smells' from when they were baking gingerbread.
- The childminder promotes children's independence skills extremely well. She consistently encourages children to do things by themselves and reminds them that 'practice makes perfect'. For instance, she tells them to put all the jigsaw-puzzle pieces the right side up first, to see the picture. Children are happy to help tidy the toys away together. They carefully use a knife to cut up the bananas for their snack.
- Children's language skills are supported well, overall. They join in with different songs and rhymes, sometimes using sign language as they play. They are totally engrossed as the childminder shares stories with them. However, the childminder often uses dialect words and phrases rather than accepted forms of standard English. This does not help to promote children's speech, language and

communication skills to the highest level.

- The childminder is aware of children's different abilities and promotes their counting skills very well. She cleverly uses her fingers as a visual cue to help children to find the correct number of bears. She asks them how many more bears they will need to match the number given on their cards. However, she does not consistently name the different sizes or promote children's wider mathematical thinking. For example, she does not compare the sizes or say which one is the biggest or smallest.
- Children understand how to keep themselves safe. When remembering a story, they talk about putting a sun hat and sun cream on, when the weather is hot. They remind each other that hot water can be dangerous, as they pretend to wash their dolls in the sink. They know about eating healthily and that drinking water is important for their bodies.
- The childminder watches and checks what children do on a regular basis. She provides a very broad range of learning experiences that motivate and enthuse children. Children are making good progress in their learning and development. They are self-assured and are developing a strong can-do attitude in their play.
- Parent partnerships are strong and well established. The childminder regularly shares with parents what their children have done and achieved. Parents are complimentary about her service and say their children are 'making amazing memories'. The childminder works well with staff from local schools, helping to make the children's move to their next stage of learning as smooth as it can be.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of abuse and neglect. She knows what to do if she has concerns about a child's welfare and how to contact the relevant authorities. She has completed training specifically on wider aspects of safeguarding, such as the 'Prevent' duty. She makes sure that her assistant knows and understands the local safeguarding procedures. She is thorough in promoting all aspects of children's welfare. Her home and garden are safe and secure. She looks very carefully at risks during play activities and routines. This helps to keep potential hazards at bay.

What does the setting need to do to improve?

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

- focus more precisely on using words and phrases in standard English to help maximise children's speech, language and communication skills
- enrich and extend opportunities to develop children's wider mathematical thinking to an even higher level.

Setting details

Unique reference number	320154
Local authority	Leeds
Inspection number	10117268
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	12
Number of children on roll	15
Date of previous inspection	23 June 2016

Information about this early years setting

The childminder registered in 1997 and lives in Whitkirk, a suburb of Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with an assistant on rare occasions.

Information about this inspection

Inspector

Lois Wiseman

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder to understand the provision and to see how children's learning is supported.
- The inspector examined a range of documents, including evidence of the suitability of adult members of the household, policies and procedures, training certificates and children's learning records.
- The inspector 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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