

Childminder report

Inspection date:

22 November 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 enjoy their time with the childminder and her assistant. They demonstrate that they are content and settle quickly. Confident babies wave and smile excitedly to the inspector. They snuggle into the reassuring childminder and assistant, with whom they have formed strong attachments. Parents say that they are 'over the moon' with how their children run into the setting happily with a smile each day. Furthermore, they credit the care and love that children receive from the nurturing childminder in helping to support children's emotional well-being.

Children display positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They have a real thirst for learning and want to join in with what is on offer. For example, they jump with joy as they pick out stories that they want to hear. They intently explore their reflections in shiny objects with fascination. Children enjoy being physically active, as they stomp their feet and flap their wings, pretending to be animals.

The childminder and assistant have high expectations for children's behaviour. Children are clear about what is expected of them and are encouraged to share toys and play harmoniously with each other. Young children form good friendships and enjoy each other's company. They laugh loudly as they sing and dance together. Children receive lots of praise for their achievements. This helps to raise their self-esteem and confidence.

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

- The childminder and her assistant know children well. They know what they can do and what they need to learn next. Children are supported to develop knowledge and skills in all areas of learning. Children have lots of opportunities for repetition and practicing their skills to ensure that knowledge is learned and remembered. This helps them to make good levels of progress.
- Children benefit from a well-resourced playroom with toys and activities carefully selected to meet their interests and stage of development. For example, babies have lots of opportunities to practice their physical skills through soft play. They discover interesting objects placed inside sensory bottles, which encourages conversation.
- The childminder and her assistant are skilled in helping children to progress in their communication and language through singing songs and reading stories. Children excitedly shout out well-known phrases from books they know very well. They benefit from trips to the theatre to watch their favourite books being performed on stage. This helps to develop their early literacy skills and love of reading.

- Children who speak English as an additional language are very well supported. The childminder works closely with parents to gather keywords in children's home languages. Children who speak English as an additional language quickly learn and use new words in play.
- Children are encouraged to be independent. They are shown how to do things, such as putting on their coats, and are then encouraged to have a go themselves. Children are confident learners who enjoy a challenge. This helps to give them the skills and confidence they need for the future.
- Children learn about how to stay safe and keep their bodies healthy. They take part in music and movement sessions to be physically active, and talk about how their heart beats faster after exercise. The childminder teaches children about oral health and the importance of eating a balanced diet. This supports children to lead a healthy lifestyle.
- Children benefit from a rich set of wider experiences and well-planned outings. For example, young children, who have a keen interest in transport experience travelling by bus to local museums and parks. Children visit the theatre to watch the ballet. This helps to nurture children's interests and talents further.
- Parents contribute information about what children can do and their achievements at home. Parents feel well-informed about their child's time at the setting. They receive information about children's daily activities. However, the childminder has not yet considered ways in which she can further involve parents in supporting children's learning at home.
- The experienced childminder and assistant work well together. Overall, the childminder has some ideas about what she needs to do to improve her setting further. The childminder undertakes some personal reading and research to help develop her knowledge. However, she has yet to sharply focus her professional development on further improving her teaching to raise quality to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms that may indicate that a child is at risk of harm. She is clear about using and following her safeguarding policy in the event of any concerns about children's welfare. The childminder considers the action that she would take in certain scenarios and how to access support for children and families that need it. Risk assessments are in place to help ensure children's safety. For example, the childminder checks that toys are age-appropriate and safe for children. Children are taught how to stay safe while on outings through discussions about road safety.

What does the setting need to do to improve?

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

- provide more support for parents to be able to support children's learning and development at home
- identify further areas for improvement and focus professional development in order to raise the quality of teaching to an even higher level.

Setting details

Unique reference number	320193
Local authority	Leeds
Inspection number	10229432
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 9
Total number of places	6
Number of children on roll	17
Date of previous inspection	6 February 2017

Information about this early years setting

The childminder registered in 2003 and works with another registered childminder in the Headingley area of Leeds, West Yorkshire. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jessica Copland

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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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