

Childminder report

Inspection date: 10 March 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 secure, safe and happy in the childminder's care. She shows a genuine interest in each child and implements good strategies to welcome them into her home. For example, the childminder ensures that children's favourite toys and activities are ready on arrival. Children settle quickly. They choose books and toys to play with which interest them. The childminder promotes children's communication and language well. She encourages them to speak with her, using her good questioning skills. The childminder provides ample time for children to think and respond. She repeats what they say, using correct pronunciation. This helps children to continue to develop their clear speaking skills. Older children readily reflect on past experiences, such as going on a canal boat, to develop and extend their own play.

Children listen and respond well to the childminder. They behave very well. The childminder has high expectations for every child and is a good role model. Children learn how to share, take turns and follow her instructions. Older children are keen to support younger children to develop their skills and help them to feel welcome in the setting. All children enjoy the childminder's praise, which helps to promote their self-esteem and supports them to become confident learners.

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

- Children are provided with a good mixture of play and learning opportunities. The curriculum is well planned so that children acquire important skills as they progress through the different stages of their development. The childminder uses information from assessment to make plans that target any gaps in children's learning, including those in receipt of early funded education.
- The childminder encourages children to use mathematical language well. Older children learn to count and recognise numbers. They match and group different shapes and colours. Younger children develop good hand-to-eye coordination as they practise picking up coloured sticks using large tweezers.
- Children develop good literacy skills. They have access to a good range of books. Younger children enjoy sharing lift-the-flap books with the childminder. She encourages them to recognise animals within the book. The childminder uses well-known songs and rhymes to ignite children's imaginations. She provides props related to the songs, including pretend animals, to bring them alive for children.
- The childminder supports children to develop their understanding of the world around them. For example, she regularly takes them on trips to local parks, farms and woods. Children thoroughly enjoy weekly yoga sessions. They join in with planned activities to learn about different cultures. For example, children learn about cockerels at Chinese New Year.

- The childminder keeps parents well informed each day about their children's day and progress. She regularly shares photographs with them of children engaged in activities. Parents state they are very happy with the quality of care and education that their children receive. The childminder has established strong partnerships with other settings that children also attend. This contributes towards a consistent approach to meeting their needs.
- Children learn about healthy lifestyles. The childminder provides them with fruit at snack time. Children have many opportunities to exercise in the garden. They balance along beams and ride wheeled vehicles to develop their balance and coordination. Children develop independence in tasks such as putting on their own coats and fastening zips before going outside.
- The childminder uses her professional development to improve children's opportunities. For example, she has recently accessed speech and language training to ensure that her knowledge was up to date. The childminder ensures that her assistant completes mandatory training and monitors his practice. However, she has not considered how to extend his knowledge, to enhance outcomes for children even further.
- The childminder demonstrates a genuine enjoyment of her work. She reflects on the care she offers children. She adapts her resources and activities to meet the needs of the children attending. Children develop key skills for the next stage in their learning and their eventual move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of her responsibilities in safeguarding matters. She understands how to identify the signs and symptoms that could indicate a child is at risk. The childminder knows what to do in the event of concerns about a child. She has a detailed safeguarding policy with relevant local contact numbers she can access, when necessary. The childminder is aware of the correct procedure to follow if an allegation is made against her or a member of her family. She reviews risk assessments and promotes children's safety in the home and garden and on outings effectively.

What does the setting need to do to improve?

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

- plan professional development opportunities for assistants, to enhance their knowledge and skills further.

Setting details

Unique reference number	320304
Local authority	Leeds
Inspection number	10064352
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 May 2016

Information about this early years setting

The childminder registered in 1998 and lives in Otley. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and occasionally works with an assistant.

Information about this inspection

Inspector

Shirley Maynard

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 setting.
- The childminder and the inspector completed a learning walk across all areas of the setting to understand how the curriculum is organised.
- The inspector observed a range of activities and evaluated the impact of the quality of education on children's learning.
- Documentation, including children's records, safeguarding policies and the childminder's training certificates were viewed.
- The inspector interacted with the children. She took account of parents' views expressed through written feedback.

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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