

Childminder report

Inspection date: 28 January 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

The well-qualified childminder creates a welcoming and homely environment where she provides a curriculum which focuses on children's individual learning needs. She monitors children's development regularly and uses this information to identify and address any gaps in learning. The childminder promotes children's natural curiosity as they develop an understanding of the world around them. Children show great interest in life-cycle activities. For example, they confidently explain how caterpillars grow, develop and then become a butterfly. Children competently use binoculars to watch birds feeding in the garden. Partnerships with parents are very good. The childminder encourages parents to bring their children for settling-in visits before children start. This helps children to make a smooth move to her setting and they settle with ease.

The childminder has high expectations of children's behaviour. She is a very good role model for children and sensitively helps them to learn how to share toys and resources. Children behave very well. The childminder offers children continuous praise and encouragement for their achievements. This supports their self-esteem and confidence. Children are able to freely explore the carefully considered resources available to them. They are confident in their environment and invite the childminder to join in with their play and ask for support without hesitation. Children acquire many key skills needed for their future learning and eventual move on to school.

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

- The childminder focuses well on supporting children's good communication and language. She repeats words they say to help children to understand the correct way to say the word. Children enjoying looking at books with the childminder. They extend their language while they repeat words and phrases.
- Children develop their understanding of early mathematics as they play. For example, they use their fingers to point at the images and they count, with help, up to five. This helps children to use their counting skills. Children confidently use concepts such as 'more' and 'less' as they count how many paper bun cases they need during a baking activity.
- The childminder works well with parents and shares two-way information to support children's care and learning between the setting and home. However, partnerships with other settings that children attend are not as effective. The childminder is not always aware of children's achievements and progress in other settings.
- Children develop their physical skills in preparation for writing. They make marks and access a wide variety of resources. Children are very proud of their achievements and eagerly show their pictures to the inspector. For example,

they excitedly say that they have drawn a rainbow and correctly name the different colours they have used.

- The childminder supports children's physical health and well-being effectively. For example, children enjoy daily opportunities to be active. They go for walks and play outdoors. The childminder encourages children to make healthy choices at snack time and helps them to learn self-care routines. Children confidently wash their hands with minimal support before eating their snack and after using the toilet.
- Children use their imaginations in the role-play area. They pretend to feed their baby dolls, using other resources to represent a bottle. They learn about how things work and develop skills in using programmable toys and musical instruments. However, on occasion, the childminder steps in too soon to help children, without giving them the time to do things for themselves.
- The childminder respects every child and celebrates their own and other people's festivals and traditions. She is always looking for new opportunities to expand children's knowledge and understanding of their immediate neighbourhood. Children enjoy many trips to nearby parks and woods, and they benefit from regular outings to playgroups and soft-play centres. This helps to build on children's confidence in social settings.
- The childminder reflects on her practice and evaluates the effectiveness of her setting. She makes plans to improve her setting for the benefit of the children in her care. The childminder attends regular training and meets with other childminders to keep her professional development and knowledge up to date. This helps to contribute to the good learning environment that children benefit from.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility in relation to child protection issues very well. She has a good understanding of wider safeguarding issues, such as protecting children from being exposed to extreme views and behaviours. The childminder knows how to report any child welfare concerns to the relevant professionals. The environment is secure, clean and tidy. The childminder carries out thorough risk assessments on her home and for the outings she takes with the children. She minimises hazards and supervises children well to help keep them safe from harm.

What does the setting need to do to improve?

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

- give children the opportunity and time to do things for themselves to further develop their independence

- consider more ways to strengthen partnerships with other settings children attend to support and complement children's care and learning experiences.

Setting details

Unique reference number	320307
Local authority	Leeds
Inspection number	10064353
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 May 2016

Information about this early years setting

The childminder registered in 1999 and lives in Tingley, West Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Shirley Maynard

Inspection activities

- The inspector and the childminder completed a learning walk of the childminder's home to understand how the early years provision and curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a selection of children's records and policies. She checked evidence of the suitability of adults living in the premises.
- The inspector took account of parents' written views about the setting.

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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