

Childminder report

Inspection date: 1 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a relaxed and happy environment for children to learn in. Children demonstrate they feel safe as they engage in activities. The childminder gives children continuous encouragement and praise for their achievements. Children's behaviour is good and they regularly use good manners. This successfully enhances their confidence and self-esteem.

The learning environment is organised effectively and supports children to make their own choices about their play. The childminder provides a good range of resources to support children's learning across all areas of her ambitious curriculum. Children engage effectively in conversations with the childminder, who listens with interest. They use their imaginations as they use the doctor's set during role play, for example. Children explain that the childminder needs an injection and a bandage because she is hurt.

The childminder adapted her practice during the COVID-19 pandemic. For example, she has altered the drop-off and collection procedure during the pandemic. She gives parents information about their child's day during a short discussion on collection. More in-depth information about children's learning and progress is shared through regular text messages.

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

- The childminder finds out from parents about children's routines, interests and abilities before they start. She completes the progress check for children aged between two and three years to assess the progress they make. The childminder identifies next steps to build on children's prior skills. However, at times, the childminder does not consistently build on this information when she plans activities to develop children's learning as well as she could.
- Children are proud of their achievements. They enjoy creating pictures of their choice as they draw and make marks. Children enjoy dancing and singing songs with the childminder. Older children show an interest in numbers and counting. They learn a wide range of skills, which prepares them well for their next stage of learning and eventual move to school.
- The childminder uses effective teaching skills to support children's independence skills. She shows them how to do things and encourages them to complete tasks independently. For example, children put on their own shoes and get themselves dressed.
- Overall, the childminder supports children's communication and language well. She is attentive and asks children questions during their play to develop their learning. However, at times, the childminder's questioning does not provide sufficient opportunities to further challenge and extend the children's learning.

- Children thoroughly enjoy exploring books. They listen attentively to their favourite stories, such as 'The Three Little Pigs'. Children fill in the gaps when the childminder misses out familiar phrases, such as 'I'll huff, and I'll puff, and I'll blow your house down'.
- Children follow good hygiene routines and participate in activities to help them to learn how to brush their teeth thoroughly. Older children use the toilet independently and wash their hands. These positive experiences help to support children's physical and emotional health.
- Children enjoy fresh air and physical exercise on their daily visits to the park and other local places of interest. They benefit from attending playgroups, farms and soft-play centres. These visits help children to learn about the differences between themselves and other people in the wider community.
- The childminder regularly reflects on and evaluates her practice. She shows a commitment to her ongoing professional development. For example, she regularly completes online training courses to strengthen her knowledge.
- The childminder shares her policies and procedures with parents. This helps them to understand what to expect for their children. Parents speak positively about the childminder. They are kept well informed about the progress their children make and gain ideas of how they can support their child's learning at home. Parents comment that they are happy with the care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs of possible abuse. She knows what to do if she has concerns about a child and who to contact. The childminder has a written safeguarding policy in place. She ensures that she keeps children safe when in her home and when taking them on outings. The childminder gives consideration to wider aspects of safeguarding, such as the 'Prevent' duty. She has attended relevant training and continues to seek advice and guidance to keep her knowledge up to date.

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 the skills children need to learn next to continually build on and extend their learning further
- develop questioning techniques to support the most able children to extend their problem-solving skills.

Setting details

Unique reference number	320345
Local authority	Leeds
Inspection number	10117272
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	2 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 August 2015

Information about this early years setting

The childminder registered in 1999 and lives in the Chapel Allerton area of Leeds. She operates during term time from 8am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Kerry Holder

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 inspector observed the childminder interacting with children during care routines and play activities. The inspector assessed the impact these have on children's well-being and development.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of persons living in the household. The inspector observed an activity and evaluated this with the childminder.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector spoke to children during the inspection. She took account of parents' views.

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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