

Childminder report

Inspection date: 28 June 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 flourish in this warm, loving environment. They form strong attachments with the caring, nurturing childminder. Children demonstrate that they are happy and comfortable in the childminder's home. They ask for cuddles and sit on her lap to read stories. Children are initially wary of visitors, but they quickly become confident, knowing that the childminder is close by. Young children concentrate on activities for long periods. For example, they spend a long time making scarecrows. Children independently select eyes and hair and add them onto their creations.

Children benefit from quality interactions with the childminder. They sit together and make sandcastles. The childminder demonstrates how to fill buckets, and children copy her actions. She sensitively encourages children to take turns with her. Children receive lots of praise and encouragement for their efforts. This helps to develop their self-esteem and social skills. The childminder has high expectations for children's behaviour. As a result, children behave well. Resources are easily accessible to children. This encourages children to make independent choices about their play. Children are motivated to learn. The childminder encourages them to try to work things out for themselves. For example, when setting out the train track, she encourages children to work out how to connect all the pieces together.

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

- The childminder provides children with a variety of nutritious well-balanced meals. She teaches children about healthy food, such as fruit and vegetables. Older children are encouraged to be independent and make their own decisions. For example, they take turns to choose what they would like for tea-time snack. The childminder encourages children to drink water throughout the day, to make sure that they stay hydrated.
- The childminder uses mathematical language as children play. For example, she introduces words such as 'heavy' and 'light' as children fill buckets with sand. Furthermore, she encourages children to place their sand moulds 'on top' and 'underneath'. This supports children's mathematical development.
- Children have many opportunities to be physically active. They spend time in the childminder's spacious garden. She provides activities to help to develop children's large muscles. For example, children climb on the slide and use wheeled vehicles. The childminder takes children to visit the local park and to soft-play centres. Children have opportunities to develop their small-muscle skills as they place coins into an interactive toy and make marks in wet sand. This helps to develop the skills needed for early writing.
- Children benefit from a language-rich environment. The childminder enjoys talking to children and supports them to have back-and-forth conversations. She provides children with constant narration. The childminder encourages children

to listen to the different sounds they can hear in the environment. Children excitedly identify the sounds of birds and a helicopter. The childminder expertly introduces new vocabulary, such as 'xylophone' and 'collapsed', as children play. This helps to develop children's communication skills.

- The childminder reflects on the activities that she provides and makes changes to meet the needs of the individual children in her care. She has a good relationship with the local school, where some of the older children attend. However, the childminder has not yet developed relationships with other early years settings that the children attend. This means that there is not continuity in children's care and learning.
- Children consistently behave well and use good manners without being prompted. The childminder offers praise and encouragement, which helps to build children's confidence and self-esteem.
- The childminder regularly shares information with parents about the progress their children are making and the care they receive. Parents speak very highly of the childminder. They say that the good progress their children have made is 'a testament to the nurturing environment'.
- The childminder has kept up to date with mandatory training. However, she has not accessed any training to further develop her knowledge or enhance her already good teaching skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse. She understands her responsibility to keep children safe from harm. The childminder is fully aware of the reporting procedures to follow should she have concerns about a child in her care. She completes regular training to keep her knowledge up to date. She is aware of the process if there is an allegation made against anyone in her household. The childminder carries out regular risk assessments of her home and garden. This helps to maintain a safe environment for children.

What does the setting need to do to improve?

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

- develop relationships with other early years settings that children attend, to fully support the continuity of children's care and learning
- seek wider training opportunities to raise the quality of teaching, knowledge and skills to an even higher level.

Setting details

Unique reference number	320597
Local authority	Leeds
Inspection number	10064355
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	4 February 2016

Information about this early years setting

The childminder registered in 2000 and lives in Methley, Leeds. 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 qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Parents shared their views on the setting through written feedback.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- 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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