

Childminder report

Inspection date: 9 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children flourish in this exciting and stimulating setting. The childminder and her assistant have very secure relationships with the children that attend. Children are extremely happy. They explore the well-resourced environment, independently selecting their own equipment and resources. The childminder's gentle and consistent approach helps children to behave well. They know and understand the rules of the setting. Children say 'please' and 'thank you', and share and take turns.

Children benefit a great deal from regular outings where they extend their learning. For example, the childminder takes them to the local woods and country park. Children have opportunities to learn about recycling. The childminder teaches them a recycling song and older children sort out recycling items into the correct bins. Children eagerly explain that this helps to look after the environment.

Children's language and communication skills are well developed. She reads with them every day and uses stories to introduce new words and ideas. Children join in singing at story time and throughout the day. The childminder has taught children a handwashing song, so that they know how long to spend washing their hands. Children understand why good hygiene is important. They readily wash their hands before eating their snack and after toileting.

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

- The childminder provides good opportunities for children to develop their mathematical knowledge through play. Children count confidently as they stand animals up in sand. The childminder accurately assesses when children are ready for more challenge. For example, she asks children how many animals they will have if they add one more. This helps to develop children's understanding of numbers.
- The childminder exchanges a wealth of information with parents when children first start, to enable her to meet their individual needs. The childminder regularly monitors children's development to make sure that they are making good progress. She works closely with parents and gives them activity ideas to do, to further support children's learning at home. Parents are very complimentary of the childminder and her assistant. They comment that the childminder provides 'fantastic learning opportunities.'
- The childminder and her assistant are enthusiastic and passionate about their roles. The childminder regularly reflects with the assistant on what they do well and what they could do to improve. She keeps up to date with changes in legislation and reads articles to help support her practice. The childminder has regular supervision meetings with the assistant. The childminder and assistant regularly attend training to support their professional development.

- The childminder has a good understanding of the curriculum. The childminder and her assistant understand how young children learn. Overall, children benefit from a wide range of purposeful and exciting activities. For instance, children dance with coloured scarves and sing 'zoom, zoom, zoom'. They count to five as they release the scarves into the air. However, large-group activities are not always planned well enough to meet the needs of all children involved.
- The childminder works well with other professionals. She meets with local childminders to share good practice. Furthermore, she takes advice from professionals, such as speech therapists, to help children who might need additional support.
- Children's behaviour is very good. They have respect for each other, and are kind and considerate. The childminder and assistant provide gentle reminders about behaviour to children, if necessary. As a result, children are developing a sense of right and wrong .
- There are many opportunities for children to develop their physical skills. Babies pull themselves to stand on furniture. Older children show determination as they learn to balance and negotiate space when riding tricycles outside. The childminder plays children's favourite songs, and they sing and dance to the music. Young children make marks with paint and older children are beginning to form letters. This helps to develop pre-writing skills.
- The childminder fosters children's independence well. For example, older children find their own coats and shoes and to put them on before accessing the garden. Babies confidently feed themselves and without any support they use a drinking cup.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to ensuring children are safeguarded. She knows the correct procedures to follow if she has concerns about the welfare of a child. The childminder understands the procedures to follow if any allegations are made against a member of her household or her assistant. The childminder makes sure her assistant has access to regular child protection training. This includes information on identifying those at risk of being exposed to extreme views and behaviours. The childminder and her assistant complete risk assessments to ensure the environment is safe for children.

What does the setting need to do to improve?

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

- review the organisation of whole-group activities, so that all children can make the most of the learning opportunities on offer and remain fully focused and engaged.

Setting details

Unique reference number	320762
Local authority	Leeds
Inspection number	10117277
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 10
Total number of places	18
Number of children on roll	23
Date of previous inspection	27 June 2016

Information about this early years setting

The childminder registered in 1998 and lives in the Oulton area of Leeds. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and regularly works with two assistants. The setting 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 provider 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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder and her assistant.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observations of a group activity with the childminder.
- Parents shared their views of the setting with the inspector through written feedback.
- The childminder showed the inspector documentation to demonstrate the suitability of the assistants.

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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