

Childminder report

Inspection date: 2 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 form secure relationships with the childminder and her assistant, who are kind and gentle. They enjoy plenty of affection and cuddles. Children feel safe and secure in the childminder's care. They are happy and enjoy their time at the setting. Children move freely around the childminder's home and choose what they would like to play with. They have access to a wide range of experiences which help them to build on their skills and develop positive attitudes towards their learning.

Children are well behaved. The childminder and her assistant are good role models and support children to be kind towards each other. They reinforce using 'kind hands' and give children lots of praise and encouragement as they share resources. Older children delight in giving babies toys to explore. They revel in the childminder's praise for being kind.

The childminder and her assistant recognise the challenging time that children have had during the COVID-19 pandemic. They plan well for new children who are starting in their care. The childminder and her assistant recognise that children have spent limited time away from their parents. They understand the behaviours which children show may be due to how they are feeling. As a result, the childminder and her assistant provide lots of support, empathy and reassurance, to help children to settle happily.

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

- The childminder and her assistant work well together to organise the setting and plan the curriculum. They want children to leave their setting happy, confident and independent individuals, who have good social and communication skills. The childminder and her assistant use children's interests to plan activities which are exciting and stimulating. This helps children to be focused and engaged.
- The childminder and her assistant observe children as they play and have a good knowledge of child development. This helps them to support children to make good progress in their learning. The childminder and her assistant are clear about what they want children to learn. However, at times, they do not use questions which provide sufficient opportunities for children to fully explore their own ideas and thinking skills.
- Children's communication and language development is supported well by the childminder and her assistant. They interact positively with children at their level. The childminder and her assistant use simple words when talking to younger children and name different items to extend children's vocabulary. For example, when children pretend to make lunch in the role-play kitchen, the childminder names the ingredients that children are using. As children copy

words, such as 'apple', the childminder and her assistant offer plenty of praise and celebrate children's achievements.

- The childminder weaves stories, books and music into the heart of the setting. Children have access to a wide range of fiction and non-fiction books. They enjoy listening to stories and exploring story sacks with different props to enhance their understanding. For instance, children find different food items from a story about a hungry caterpillar and practise saying the names to extend their language.
- The childminder and her assistant know the children they care for extremely well. They successfully meet children's emotional and physical needs. For example, the childminder's assistant recognises younger children's cues that they would like to play outside. She responds and takes children to explore in the garden. Children are active and their physical skills are promoted well. They enjoy daily music and dancing sessions.
- Partnerships with parents are strong. The childminder builds good relationships with parents from the start. She keeps parents informed about their child's day and what they are learning in a range of ways. For instance, the childminder provides verbal feedback, sends photos and shares 'wow' moments when children develop new skills.
- Parents are incredibly happy with the service that the childminder provides. They speak positively about the childminder and her assistant and describe them as being kind, caring and enthusiastic. Parents praise the assortment of activities that their children enjoy, particularly the wide range of outings and day trips the childminder provides. For instance, children visit the library, local parks, museums and attend a weekly playgroup.
- The childminder is experienced and works incredibly well with her assistant. They consistently share good practice and keep their knowledge and skills up to date though attending regular training. The childminder and her assistant bring what they have learned back into the setting to make improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed relevant training to secure their knowledge and understanding of safeguarding and child protection issues. They are clear about their duty to promote children's safety and welfare. The childminder and her assistant know the action to take if they have any concerns about a child. The childminder's home is safe and secure. She takes appropriate steps to keep children safe when they are on outings. For example, the childminder and her assistant teach children about road safety, and they use an effective buddy system when taking children to and from school.

What does the setting need to do to improve?

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

- develop questioning techniques to support children to fully explore their own thoughts and ideas.

Setting details

Unique reference number	320848
Local authority	Leeds
Inspection number	10106251
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	0 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	9 June 2015

Information about this early years setting

The childminder registered in 2000 and lives in the Rawdon area of Leeds. She operates all year round from 7.15am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate level 3 qualification. The childminder works alongside her daughter as her assistant.

Information about this inspection

Inspector
Clare Cotton

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 had a learning walk to understand how the curriculum is organised.
- Two joint evaluations of activities were carried out by the inspector and the childminder.
- The inspector held a meeting with the childminder and her assistant. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback provided by parents to gather their views and opinions 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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