

Childminder report

Inspection date: 21 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy in the setting and have secure attachments with the childminder. They enjoy cuddling up to her as they listen to endless stories. Children select their favourite books from the wide range available and the childminder reads them with excitement. The childminder supports children's love of books. Children laugh and giggle as she tickles their tummy in response to actions in a story.

The setting is homely and is organised to meet the needs of the range of children who attend. Children have access to a variety of resources and activities and are able to select what they would like to do independently. The childminder is encouraging and supports children to try out new skills, such as threading beads onto string. She uses modelling and demonstrating to teach children how to do things. The childminder praises children's efforts as they manage to thread two beads onto their string.

The childminder knows the children in her care well and what makes them unique. She knows where children are in their development and how to support them to make progress and develop skills for the future. Children are independent and confident individuals.

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

- The childminder observes children as they play and assesses their learning and development. She identifies any gaps in children's learning and closes these through the activities she plans. The childminder supports children with special educational needs and/or disabilities well and works alongside parents to ensure children receive the help they need.
- The childminder supports children to learn across all areas of development through the experiences that she offers. She finds out what children have been doing at home so she can extend this further in her setting. The childminder incorporates children's interests into the activities that she plans to help children to develop skills for the future.
- The childminder interacts positively with children and asks them questions to extend their learning. For example, as children play with an animal, the childminder asks them what they can see and what things are. However, the childminder does not always support children's communication and language development to the highest level. She sometimes uses baby language, such as 'horsey' and 'piggy', when communicating with children.
- The childminder plans a range of outings to extend children's experiences and help them to learn about their local community and different people. Children enjoy weekly visits to playgroup, play gym and the park. They go on various

nature walks in the local woods where they look for birds and squirrels.

- The childminder is a good role model and has high expectations for children's behaviour. Children are aware of the rules and boundaries in place. They are well behaved and show respect for toys and resources. For example, children handle books carefully. When they have finished, they return them to the bookshelf before selecting another one to look at.
- Partnerships with parents are good. The childminder keeps parents up to date with what children are doing and learning in her setting. There is a good exchange of information between home and the setting to support children to make progress. Parents are happy with the setting and the activities the childminder provides, especially the outings she plans.
- The childminder has established partnerships with additional settings that the children attend. However, she does not share information about children's development to provide continuity in learning and to help make even more progress.
- The childminder reflects on her setting and the service she provides. She regularly seeks the views of parents to help her make improvements. The childminder has completed several training courses since her last inspection to help her to improve her knowledge and skills. She has plans to do more training in the future to further support children to make progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective strategies in place to keep children safe in her setting. She regularly risk assesses the environment and reduces any potential hazards. She teaches children about being safe in her home and on outings. The childminder keeps her safeguarding knowledge up to date and is aware of wider child protection issues, such as radicalisation and exploitation. She knows what signs and symptoms might indicate a child is at risk of harm. The childminder understands the correct procedures to follow and who to contact should she have any concerns about child's safety or welfare.

What does the setting need to do to improve?

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

- encourage children to pronounce words correctly as part of helping them to develop their vocabulary
- enhance the information shared with additional settings children attend to support their learning and development consistently.

Setting details

Unique reference number	501893
Local authority	Leeds
Inspection number	10100343
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 March 2019

Information about this early years setting

The childminder registered in 2001 and lives in the Rodley area of Leeds. She operates all year round, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year old children. She has an appropriate qualification at level 3.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed by the inspector and the childminder.
- The inspector held discussions with the childminder. She looked at a sample of documentation, including evidence of the suitability of persons living in the household.
- Parents' views were considered through written feedback provided.
- The inspector spoke to and interacted with children during the inspection.

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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