

Childminder report

Inspection date: 1 December 2021

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 are safe and enjoy their time in the homely and inviting setting. They have access to a wide range of stimulating experiences and engage in activities for extended periods of time. Children have plenty of opportunities to develop their imaginations and creative skills. They test out their own thoughts and ideas as they play. For example, children spend a long time arranging different triangles onto paper plates to make Christmas trees. They use different tools and equipment to decorate their trees and take time and care to get them just right. Children display positive attitudes to their learning and show pride in what they have achieved.

Children have close attachments with the childminder. They are happy and content in her care. Children behave well and use good manners. The childminder expects all children to be respectful, polite and kind to each other. Children develop friendships and include each other in their play. They respond positively to the childminder, who uses praise and encouragement to acknowledge children's accomplishments.

Due to the COVID-19 pandemic, parents now drop children off outside the front door, but the childminder ensures that her home is welcoming for children's arrival. Her warm and nurturing personality helps children to confidently and quickly settle into her care.

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

- The childminder watches children closely as they play. She assesses what children know, understand and can do to find out what they need to learn next. The childminder plans activities to support children to make progress in their learning and development. She uses what children are interested in to make her activities fun and engaging.
- The childminder knows the children she cares for well. She confidently talks about children's personalities and what makes them unique. The childminder helps children to develop the skills that they will need for the future. For example, as children get ready to make the transition to school, the childminder helps children to be more independent. Children learn to do things for themselves, such as putting on their own shoes and coats.
- Children like to help the childminder with tasks, such as tidying away resources and helping to prepare their snack. They are aware of good hygiene practices and meet their own self-care needs. For example, children wipe their noses and wash their hands independently.
- Children are sociable and communicate well with the childminder and each other. The childminder successfully supports children's communication and language skills. She chats to children about their interests and experiences. This

helps children to develop their language and extend their vocabularies.

- Children listen carefully to the childminder and follow her instructions well. They are friendly and play cooperatively together. After the excitement of playing in snow at the weekend, children make pretend snow by using cornflour and oil. They take turns and show good control as they pour ingredients from one container to the next. However, the childminder does not consistently plan opportunities when children play to teach them about mathematical concepts, such as numbers, counting, size, shapes and measure.
- Parents are happy with the setting and describe the childminder as being welcoming and professional. They comment that the childminder provides their children with a home-from-home environment where they can play and learn. Parents praise the childminder's communication and say that they like to hear about the activities their children enjoy doing in the setting.
- The childminder reflects on her practice and the experiences that she provides for children. She asks parents for their opinions about her setting and what she can do to improve. Where parents have made suggestions, the childminder takes these on board and drives forward improvements. For instance, the childminder makes termly photograph books that show what children have been doing in her setting. She shares these with parents, so they can see the progress that their children are making.
- The childminder ensures that her mandatory training is up to date. However, her professional development plans are not yet fully embedded to help her build her confidence and improve her practice to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps the children in her care safe and promotes their welfare. She has a good understanding of the procedures to follow should she have any safeguarding concerns. The childminder recognises the possible signs and symptoms of abuse or neglect, including those relating to broader safeguarding issues. She knows who to contact if she has concerns about the welfare of a child. The childminder ensures that risks to children in her home are minimised and teaches children about keeping safe outside her home.

What does the setting need to do to improve?

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

- plan more opportunities to support children to use number, count and develop their understanding of mathematical concepts further
- build on professional development plans to build confidence and to raise the quality of practice and teaching further.

Setting details

Unique reference number	512047
Local authority	Leeds
Inspection number	10115165
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 10
Total number of places	6
Number of children on roll	21
Date of previous inspection	9 September 2016

Information about this early years setting

The childminder registered in 1999 and lives in Methley, Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as 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 from 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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