

Childminder report

Inspection date: 2 October 2019

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

The childminder knows the children well and has a good understanding of how to support their development. She provides them with challenging and enjoyable experiences, which cover all areas of learning. Children make good progress across the curriculum. The childminder makes effective use of the information from her assessments to close any gaps in children's learning. She plans a variety of age-appropriate activities. Children's mathematical skills are promoted through everyday routines, such as counting how many pieces of cucumber they have at snack time. Children develop their physical skills in preparation for writing. Outdoors, they make marks with large coloured chalks and discuss the different colours and patterns that they have made.

The childminder provides children with ongoing emotional support and encouragement. Children form strong attachments and are happy and settled. They develop a strong bond with the childminder and play well alongside her grandchild. The childminder helps children to manage their own behaviour. They begin to understand that they must share the toys and equipment. However, occasionally, they do not show respect for toys and resources. For example, they playfully throw toys at each other when they have finished an activity.

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

- Children's literacy skills are strong. The childminder regularly shares books with them and they talk about what they can see happening in the pictures. Children name their favourite characters and enjoy talking to the childminder about what might happen next.
- The childminder has effective relationships with settings where there is shared care, including school. Information about children's learning and progress, as well as any changes in their behaviour, is shared. This helps to support consistency in care.
- Children attend playgroup and visit areas of local interest. They go to the library regularly. This helps children to build confidence in social situations. It also provides children with opportunities to socialise with children of different ages and in larger groups.
- Partnerships with parents are good. The childminder liaises closely with parents to obtain a detailed picture of children's abilities and routines. Parents comment on how much they value and appreciate the good care and interesting experiences that the childminder provides for their children.
- The childminder is very reflective. She evaluates her practice and the service she provides. She takes account of the views of parents and children when identifying changes and improvements to be made in her setting.
- The childminder keeps her skills and knowledge up to date. For instance, she

undertakes research and organises training sessions for herself and other childminders, including paediatric first aid and safeguarding.

- The childminder provides children with a nutritious and healthy diet. She works closely with parents to encourage children in their personal care and self-help skills. She teaches children how to maintain good standards of hygiene to promote their health and well-being. The childminder understands the skills children need to learn to become ready for the next stage in their learning. Children develop their independence. They practise putting on their own shoes and coats.
- The childminder promotes effective practices which support children's confidence and self-esteem. Children are motivated to learn about diversity and the world around them. The childminder supports children to be kind, considerate and respectful individuals. Children are taught to value differences between themselves and others.
- Children express themselves joyfully through music and movement. For example, they dance rhythmically in time to music, moving faster and singing louder as songs build to a crescendo.
- The childminder does not consistently encourage children to care for resources and their learning environment. At times, she does not ensure that the organisation of resources on the floor provides a clear area for children to play and move around freely. On occasions, children are not encouraged to help tidy up.
- Sometimes, the childminder stops children's play and leads them to another activity too quickly, which interrupts their enjoyment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed knowledge of how to keep children safe. She talks confidently about her policies and procedures and how these help to keep children safe. She has attended training to help her understand a wide range of child protection issues. The childminder has a good understanding of how to monitor and report any concerns about a child's welfare. Her home is clean and well maintained. She takes effective action to ensure that any hazards to children are minimised. The childminder places a great emphasis on children learning to keep themselves safe when out in the community. For example, children learn about road safety.

What does the setting need to do to improve?

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

- promote children's understanding of caring about resources and their learning environment, such as encouraging them to tidy away toys when they have

finished an activity

- enhance opportunities for children to have uninterrupted time to play.

Setting details

Unique reference number	EY216604
Local authority	Leeds
Inspection number	10060017
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 November 2014

Information about this early years setting

The childminder registered in 2002 and lives in the Horsforth area of Leeds, West Yorkshire. She operates during term time from 7.30am to 5.30pm, Monday to Wednesday, 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

Julie Dent

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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