

Childminder report

Inspection date: 15 July 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 flourish in the childminder's home-from-home environment. They are happy, safe and secure in the childminder's care. She has created a calm and relaxed atmosphere. Children have access to a wide range of age-appropriate resources. They concentrate well and show high levels of perseverance. Children are keen to explore and show curiosity when introduced to new textures and materials. For instance, they use tongs to find hidden animals in coloured rice. This helps to develop their small-muscle skills. The childminder has high expectations for children's behaviour. She teaches them about clear boundaries and expected behaviour. The childminder supports children to say please and thank you and to develop good manners and social skills when playing together.

The childminder supports children to become increasingly independent. For example, they help themselves to healthy and nutritious snacks and use cutlery to chop their food. Children develop their self-care skills as they wash their hands in preparation for snack time. Children show a positive attitude to their learning. They enjoy playing imaginatively and make tea and cakes for visitors. Children's mathematical knowledge is fostered during play. For instance, they count and discuss shapes as they explore role-play activities.

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

- The childminder supports children's communication skills well. She speaks clearly and emphasises key words within her interactions as children play. The childminder introduces new vocabulary, such as 'ladybird, flamingo' and 'ant'. The childminder pauses during conversations and gives children the opportunity to respond. This helps to develop children's listening and speaking skills.
- Children foster a love of reading. They listen keenly as the childminder reads 'The Noisy Jungle'. Children eagerly turn pages and press the interactive buttons. Children recognise that they need to press the buttons on the books to make them make sounds. This helps support their understanding of technology and develop early literacy skills.
- The childminder understands children's development and carries out activities to support them to make good progress. She monitors children's progress closely to help her to plan and support children's individual learning needs. However, the childminder occasionally steps in too quickly to direct learning rather than letting children explore and lead their own play. For example, the childminder showed the children how to use the paint, rather than allowing the children to explore themselves.
- The childminder provides healthy, well-balanced, home-cooked meals and snacks. She talks to parents and children about the importance of good oral hygiene. Children regularly access the childminder's allotment, where they have

opportunities to grow their own fruit and vegetables. This helps children to develop an understanding of how things grow and healthy lifestyles.

- Partnerships with parents are positive. The childminder gathers detailed information about children prior to them starting at her setting. This includes gathering information about what knowledge and skills children already have. The childminder shares children's learning and development with parents. She gives parents ideas about how they can support their children's learning at home.
- The childminder provides a range of experiences for children to learn about the world around them. Children enjoy visits to the local park and toddler groups in the community. She also meets with other childminders and their children. This helps to develop children's social skills. Children learn about different festivals throughout the year. The childminder has discussions with children to help them learn about similarities and differences in people.
- The experienced childminder is very passionate and dedicated. She regularly reflects on what she does well and priorities for the future. The childminder attends a range of training. This helps to keep her knowledge up to date.
- The childminder is calm and supportive. She watches the children closely and is quick to manage any challenging behaviours. Children listen well and understand what is expected of them. The childminder is a positive role model. Children receive lots of praise encouragement. As a result, children's behaviour is positive and their self-esteem is high.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is up to date. She attends regular training to develop her knowledge further. The childminder considers risks to children in her home and garden and manages these effectively. This helps to keep children safe. The childminder has an appropriate understanding of the possible signs that a child may be at risk of abuse. She is aware of the procedures to follow should she have concerns about a child in her care. The childminder is aware of the procedures to follow should an allegation be made against her or a family member.

What does the setting need to do to improve?

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

- enable children to explore and to investigate resources in their own way, to enable them to learn independently and to develop their thinking skills.

Setting details

Unique reference number	EY248164
Local authority	Leeds
Inspection number	10106271
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	6
Number of children on roll	14
Date of previous inspection	12 March 2015

Information about this early years setting

The childminder registered in 2003 and lives in the Crossgates area of Leeds. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She receives funding to provide early education for two-, 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 during the inspection.
- 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 childminder carried out a joint observation of an activity with the inspector.
- Parents' views were shared through written feedback.

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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