

Childminder report

Inspection date: 2 March 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder has a caring and gentle approach. She knows children well and develops strong, trusting relationships with them. Children are happy, safe and well cared for. They are inquisitive and explore the stimulating and well-resourced environment with confidence and enthusiasm. The childminder plans a good range of activities that she knows children will enjoy. She interacts positively to enhance children's learning and supports them to try new things. For instance, children have a lovely time exploring different media and materials using their senses. They show their delight as they grasp handfuls of jelly and squeeze it through their fingers. The childminder shows them how to use tools to create different shapes. She supports children to count and compare objects by size to promote their mathematical skills well.

Children know the daily routine and are cooperative and well behaved. They play well together and learn how to take turns and share resources fairly. The childminder is an admirable role model. She instils good manners and constantly praises children for their efforts and achievements. This helps to boost children's confidence and self-motivation. Children have a positive approach to learning and develop the key skills they need for future success and school.

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

- Partnerships with parents are excellent. The childminder uses very effective two-way communication to promote a collaborative approach to children's learning and care. For example, she provides parents with in-depth daily feedback and written reports to keep them well informed of their child's progress. Parents' feedback is very complimentary. They say that children are well stimulated and benefit from a wide range of educational activities and outings.
- The childminder makes accurate observations and assessments. She closely monitors children's progress to ensure that her curriculum meets their needs. The qualified childminder knows how children learn and focuses precisely on what they need to learn next. For example, she supports babies to pull themselves up to stand and take their first steps. Children make good progress from their starting points.
- Children show good dexterity as they mould and manipulate dough. They handle one-handed tools with increased control and develop good physical skills. The childminder encourages children to name colours and shapes. She enthusiastically plays alongside children, supporting them to explore texture. She helps them to find out what happens when they mix colours together.
- The childminder promotes children's language and communication skills well overall. She introduces new vocabulary and supports children to repeat words back to her. Children listen as the childminder sings and are beginning to join in

with familiar songs and rhymes. Babies are vocal and excitedly babble in response to the childminder's warm interactions. However, occasionally, the childminder does not give children enough time to process their thoughts and respond to her comments and questions.

- The childminder regularly takes children to playgroups to widen their experiences and help them to develop their social skills. She provides many opportunities for children to play and learn outdoors. Children grow their own vegetables and harvest and sample the produce, endorsing healthy eating. They follow good hygiene routines and wash their hands before meals and snacks.
- Children are eager to join in with activities and become absorbed in their play. They enjoy looking at books and listen with interest as the childminder reads stories using different tones. The childminder models role play well and helps children to make-believe as they pretend to eat imaginary food.
- The childminder completes all mandatory training. She researches information about different medical conditions to enable her to fully meet the needs of children in her care. However, her programme of professional development is not sharply focused on developing her teaching skills even further.
- The childminder uses self-evaluation well to make positive improvements to her provision. She welcomes feedback from parents and children and uses this to plan relevant developments. For instance, she has recently introduced a 'bug hotel' to support children to learn more about the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children. She regularly completes refresher training to ensure that her knowledge of child protection matters is current and up to date. The childminder recognises the signs of abuse and is alert to wider safeguarding issues. She knows what action to take if she has any concerns about children's welfare. Daily checks are carried out prior to children's arrival to ensure that the premises are safe, clean and hygienic.

What does the setting need to do to improve?

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

- provide children with more time to process their thoughts and respond to questions and comments
- extend professional development activities and focus more precisely on raising the standard of teaching and learning to an even higher level.

Setting details

Unique reference number	EY277129
Local authority	Leeds
Inspection number	10117361
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	13
Date of previous inspection	30 April 2015

Information about this early years setting

The childminder registered in 2004 and lives in Moortown, Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Susie Prince

Inspection activities

- The inspector had a tour of the premises and talked to the childminder about how she organises her curriculum and provision.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and the inspector jointly evaluated an activity.
- The inspector looked at parents' written feedback and spoke to the children during the inspection.
- The inspector looked at a sample of documentation, including children's development records, her first-aid certificate and evidence of the suitability of adults living at the premises. She talked to the childminder about her self-evaluation process and improvement plan.

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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