

Childminder report

Inspection date: 20 May 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 thrive in this wonderful setting. They feel safe and secure because of the strong bonds they have with the childminder. The childminder provides a home-from-home environment. She creates caring and nurturing relationships with children. Children feel settled, supported and are confident to explore and take risks.

Children behave well. The childminder provides clear rules and has high expectations. She encourages children to use good manners and supports them sensitively to play alongside each other, take turns and use 'kind hands'. Even the youngest children are beginning to manage their own feelings and emotions. Children build positive relationships when playing together and are learning to share toys without conflict. The childminder praises and encourages children, which raises their self-esteem and motivates them to persevere with things that they might find tricky.

The childminder is passionate about planning frequent opportunities for children to get to know their local area and socialise with other children. These visits are a regular part of the week. The childminder's real-life experiences help children to learn about the world around them. Children are able to recall and talk about these outings and do so with excitement.

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

- The childminder places a strong emphasis on supporting children's language. She models words, provides commentary and uses lots of talk in the setting, to develop their vocabulary. The childminder has a very engaging and friendly manner and children want to respond and talk to her. Young children begin to communicate their needs and preferences. For example, at mealtimes, they point and babble and are starting to name food items and copy the childminder's words. Children enjoy sharing books with the childminder and point to things that they see on the pages. They listen with interest as the childminder models the names of the vehicles for them. Children excitedly respond, making sounds and repeating words.
- Children are well cared for. The childminder works with parents to plan for their individual needs. Good routines are in place so that children know what is happening at different times during the day. Children are confident to seek out the childminder for cuddles and comfort. She recognises when they might be hungry or tired and responds quickly to their needs.
- The childminder knows the children very well. She plans activities that reflect their current interests. For instance, she makes a car wash for children who enjoy activities involving water and vehicles. This results in children who are

curious, engaged and motivated to learn. Children squeal with delight when squeezing soap from the sponges and want to continue this activity for a considerable length of time. Despite planning stimulating activities which link closely to children's interests, some other experiences are not always matched closely enough to the children's next steps. They are not planned precisely enough to broaden and deepen their learning even further.

- Children enjoy lots of opportunities to develop their physical skills. The childminder recognises that this aspect of the children's learning is essential. Children are active and spend time in the fresh air. They take part in daily walks and visit the local woodland and parks to play football. Young children develop skill and strength in their hands as they play in the water. They enjoy emptying and filling containers and coordinate their movements very well. The childminder offers healthy, balanced and nutritious meals. This helps children to learn about the importance of making healthy choices.
- Parents speak very highly of the childminder. They feel that their children are happy in the setting and that they are well informed about their learning and progress. Parents talk about how their children's confidence and social skills have improved since being in the childminder's care. They appreciate the time that she gives to talk about their children and share what they have been doing. One parent commented that the childminder offers a professional, caring and supportive service. She seeks parental views and opinions through questionnaires and values what they say.
- The childminder works well with other professionals. She recognises the importance of working with others for support, sharing ideas and for the benefit of the children. She regularly meets up with other childminders and their children so that children can socialise in larger groups. The childminder has made links with local schools and nurseries to support children when they are ready to move on.
- The childminder shows considerable dedication to the children in her care. She is enthusiastic, motivated and fully committed to her role. She is very reflective of her own practice. She understands the importance of accessing regular training to support the learning of the children in her care. She has made adaptations to her setting in order to improve the learning environment for the children. Children enjoy using a specially adapted cabin with a range of resources and activities to choose from.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and indicators of abuse, including those related to wider safeguarding issues. She has a good understanding of the procedures to follow should she have any safeguarding concerns. All necessary policies and procedures are in place, including those involving first aid, medicines and attendance. The childminder teaches children how to keep themselves safe. She is considerate of younger children's safety. For example, the childminder ensures that children can walk safely up and down the outdoor steps by

themselves.

What does the setting need to do to improve?

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

- use what is known about children to plan more precisely to broaden and deepen their learning even further.

Setting details

Unique reference number	EY277872
Local authority	Leeds
Inspection number	10064271
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 11
Total number of places	9
Number of children on roll	9
Date of previous inspection	15 December 2015

Information about this early years setting

The childminder registered in 2007 and lives in Yeadon, Leeds. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sarah Gordon

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder spoke to the inspector about the intentions for children's learning.
- The inspector observed the childminder interacting with children during care routines and play activities. The inspector assessed the impact these have on children's well-being and development.
- The childminder provided the inspector with a sample of key documentation on request.

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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