

Childminder report

Inspection date: 15 July 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the caring, nurturing childminder. They develop strong relationships in the supportive, interesting environment. Children demonstrate that they feel safe and secure, as they spontaneously give the childminder a hug or sit on her lap when listening to stories. For example, children enjoy sitting cuddled up with the childminder as they listen to the story of 'Stick Man'.

Children listen respectfully to the childminder and behave well. The childminder has clear rules and boundaries in place, so that children know what is expected of them. The childminder gives affectionate 'high fives' when children complete tasks. This helps children to grow in confidence and develops their self-esteem.

Children develop positive attitudes to learning. They concentrate well and show high levels of perseverance. For instance, children relish sensory play. They mix water, flour, and cocoa powder to make 'chocolate mud'. The childminder hides a variety of insects in the mud and children concentrate as they use tongs to pick up the buried insects. Children enjoy making marks with pens. They create a variety of pictures and are proud of their achievements. This helps to develop the small-muscle skills needed for early writing. Children include their friends with special educational needs and/or disabilities (SEND). For example, they encourage them to explore the sensory 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 uses children's spontaneous interests to introduce new words. For example, when children are pretending to fly an aeroplane, the childminder tells the children that she would like to go to the Caribbean. The childminder speaks clearly and repeats words back to children if they pronounce them incorrectly. This helps to develop children's speaking and listening skills.
- Children with SEND are well supported. The childminder works extremely well with parents and professionals involved in the children's care to fully support them to make the best possible progress.
- The childminder is fully committed to keeping her knowledge of early years updated. For instance, she frequently attends training and reflects well on her practice. The childminder has good links with other childminders. They regularly meet, share ideas and have discussions on best practice.
- Children behave well. When children need help to regulate their behaviour, the childminder provides gentle reminders about what is acceptable behaviour. This helps children to understand what behaviour is expected from them. Children's manners are impeccable.

- Overall, the childminder implements her curriculum well. She considers the children's learning needs and interests. She plans a good range of exciting activities and experiences for children. However, the next steps in children's learning are not always precisely focused to help children make the best possible progress.
- The childminder has good partnerships with parents. She communicates with them in a variety of ways, to help them keep up to date with their children's development. The childminder regularly shares information with parents about how they can further support learning at home. Parents comment that they 'would highly recommend' the childminder.
- Children learn about being healthy. For instance, the childminder talks to children and parents about healthy food choices. The childminder provides a healthy snack. Children walk to school daily. The childminder plans regular trips to the local park and fields. This helps children to develop their physical skills and gain an understanding of healthy lifestyles.
- Children make choices and decisions about what they want to play with. They help themselves to resources that meet their interests. Furthermore, children wash their hands and serve themselves snack. This helps to develop children's independence and self-care skills.
- Children's mathematics skills are particularly well supported. For instance, the childminder uses positional language as children play with chocolate mud. She speaks to children about finding the insects that are 'underneath' and 'on top'. Children are encouraged to count and recognise numbers. This helps to develop children's counting skills.
- Children regularly visit local shops and library with the childminder. The childminder teaches children about other cultures through resources and activities. This helps children to develop an understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is aware of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. The childminder is aware of child protection issues, such as female genital mutilation. She carries out regular checks of her home and garden. This helps to keep children safe.

What does the setting need to do to improve?

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

- plan children's next steps in learning more precisely, so that they make the best possible progress.

Setting details

Unique reference number	EY295848
Local authority	Leeds
Inspection number	10064371
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in Crossgates, Leeds. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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 carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting through written feedback.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022