

Childminder report

Inspection date: 7 April 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 are safe and happy in this warm and homely environment. They have access to a wide range of resources and activities that are carefully planned to support their learning needs. For example, older children practise counting, sorting and sequencing as they explore coloured Easter eggs. Children independently select what they would like to do. They show positive attitudes towards their learning. Children are confident, independent and self-assured individuals, who acquire the skills that they will need for the future.

Children build secure attachments with the childminder, who is kind, friendly and nurturing. They seek out the childminder to join in with their play, and they enjoy involving her in their games. Children sit close by the childminder. They snuggle in as she reads endless stories and chats to them about their day.

Children demonstrate good behaviour and know what is expected of them. The childminder is a good role model. She is gentle and speaks calmly to children. The childminder provides children with praise and encouragement as they play. Children show respect for each other and play collaboratively. For instance, they take it in turns to add bricks to a tower they are building. Older children show good coordination and are aware that they need to build a bigger base to make their towers 'more solid'.

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

- The childminder has clear ambitions for what she would like children to achieve during their time in her setting. She hopes that all children will develop the skills that they will need for the future, including their eventual move on to school. For instance, the childminder describes how she wants children to be confident, independent and able to make friends.
- The childminder knows the children that she cares for very well. She confidently describes where children are in their development and how she plans to help them to make progress. The childminder plans experiences that are interesting and help children to develop their skills. For example, children develop their small-muscle skills as they use tweezers to pick up small eggs and sort them into containers.
- The childminder interacts well with older children during activities and helps them to extend their knowledge and skills. However, she does not consistently challenge younger children's learning when they play in order to build on what they already know and can do.
- Children's communication and language development are promoted well overall. The childminder talks to children as they play. She follows children's interest in books to introduce new words, which helps them to understand and encourage

them to speak. However, she does not consistently plan the environment to help children to listen and concentrate, such as limiting background distractions.

- Children learn about the world around them through well-planned experiences that the childminder offers. Children visit various places in the local area and enjoy trips further afield. For example, children regularly go for walks and visit local parks and playgroups. They explore at the beach and go for day trips to the zoo where they see a range of different animals.
- Parents speak positively about the childminder and her setting. They say that their children are happy and are progressing well with their speech, manners and independence. Parents describe the childminder as being professional, supportive and a great communicator.
- The childminder works alongside her husband, who is also a childminder. Together, they reflect on the setting and the service that they provide to children and parents. They discuss what works well and where improvements might be needed. The childminder has recently introduced an online communication platform to use with parents. She uses it to share what children are doing in the setting with parents, who can add photos and information about children's experiences at home. Feedback from parents about this has been extremely positive.
- The childminder keeps her knowledge and skills up to date through completing regular training and reading updates. She brings what she has learned back into the setting and makes changes to support children's learning and development. For example, following a course on outdoor play, the childminder has enhanced the outdoor area to provide children with greater opportunities to gain experience outside and develop their physical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is able to identify signs and symptoms of abuse, including broader safeguarding concerns, such as radicalisation and online safety. The childminder is aware of her role and responsibility to safeguard children. She knows who to contact should she have any concerns regarding children's safety or welfare. The environment is safe and secure as the childminder completes risk assessments for her home and for outings. She teaches children about keeping themselves safe. For example, children learn about road safety and the dangers of talking to strangers.

What does the setting need to do to improve?

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

- challenge younger children more and build on what they already know and can do when they play

- support children's listening and attention skills further, such as by reducing background distractions in the environment.

Setting details

Unique reference number	EY302493
Local authority	Leeds
Inspection number	10218667
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	30 August 2016

Information about this early years setting

The childminder registered in 2005 and lives in Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works alongside her husband, who is also a childminder.

Information about this inspection

Inspector
Clare Cotton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback provided by parents to gather their views and opinions of the setting.

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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