

Childminder report

Inspection date: 17 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for children's learning. She supports children's early literacy, communication, and language skills very well. The childminder builds on what children already know and can do. She listens carefully and with interest to everything that children say. The childminder comments to encourage further discussion and to challenge children's learning. For instance, when children talk about their family members, the childminder asks them to make the letter sound that their parent's name begins with. Older children confidently show their learning and link the letters and sounds in the order in which they happen, to spell their parent's name out loud. The childminder encourages children who need additional help to repeat letter sounds and copy her speech. The childminder's well-planned curriculum supports children to develop the key skills that they need for their move on to school.

Children are happy and safe in the childminder's care. They have a positive attitude to learning and enjoy playing with their friends. Children behave very well and show kindness to their peers. For instance, they work together with construction sets to build items of their choice. Children show how they can play co-operatively and take account of one another's ideas.

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

- Children know the routine before eating food and independently go to wash their hands. They explain how they have to tidy toys from the floor to keep safe. Children enjoy fruit loaf and berries for their snack and name salad as a healthy food choice. They demonstrate their learning about health and self-care.
- The childminder has good relationships with parents. She shares information with them through a range of ways to keep them up to date with their child's learning and progress. The childminder shares resources with parents, such as their child's favourite book and parents report how they read to their children before bedtime. She informs parents about things that their children enjoy, supporting them to continue with this learning at home.
- Older children show their good counting skills as they recite numbers confidently from one to 11 and then on to 30 with help from the childminder. Children recognise when there are three cups and plates on the table without prompt. They enjoy water play, filling and emptying containers. However, the childminder has not fully considered how she can enhance children's knowledge of shape, space and measure into her curriculum planning during outdoor learning.
- The childminder shows children how to use technology to obtain more information about things they are interested in. For example, the childminder uses the computer to search for the species of fish that children have at home.

Children describe the fish as silver with black stripes so that they can find them on the internet search, and they learn that the species is called danios.

- The childminder takes children to local areas where they can use larger play apparatus. In the garden, children use their feet to push wheeled toys backwards and forwards and they shout 'bye' as they pretend to go to town. They turn on the water tap, use spoons and whisks and explain how they are mixing their ingredients together to make muffins for their lunch. The childminder provides many opportunities for children to enhance their physical and imaginary skills.
- The childminder has a good knowledge of where children are in their learning and development. She focusses on children's personal development in the two year progress check. She also sends an update about children's physical and language skills via a messaging application to parents. Although parents have this information to hand, the health visitor does not receive a full written assessment of learning to inform her own development review of the child at age two.
- The childminder attends training to keep her knowledge up to date and to help her enhance the quality of education she provides to children. For instance, she has recently completed a course so that she is ready for the changes to the early years foundation stage framework.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the possible signs and symptoms of child abuse. She knows how to identify and refer children who may be at risk from wider safeguarding concerns, such as female genital mutilation. The childminder has a secure knowledge of the 'Prevent' duty legislation and what to do if she has a concern about a child in her care. She knows the action to take in the event of an allegation against a child or adult. The childminder ensures that her home is safe and secure. She also supports children to learn how to keep themselves safe through her everyday routines.

What does the setting need to do to improve?

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

- support children to develop knowledge of shape, space and measure during outdoor learning
- improve how the progress check at age two is completed so that other professionals receive clearer information about children's development.

Setting details

Unique reference number	EY334099
Local authority	Leeds
Inspection number	10146303
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	6
Number of children on roll	11
Date of previous inspection	5 February 2020

Information about this early years setting

The childminder registered in 2006 and lives in Leeds. She operates all year round from 7.15am to 6.30pm, 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

Jane Tucker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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.
- A joint evaluation of an activity was completed with the childminder. The childminder and the inspector completed a learning walk together.
- The inspector held several discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- Children were happy to speak with the inspector during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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