

Childminder report

Inspection date: 23 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into this home-from-home setting. They quickly build secure relationships with the childminder and her assistant. Children are confident around visitors and initiate conversations about their play. The childminder gives them lots of praise and encouragement during activities. This means that children's self-esteem is supported well. They are self-assured and keen to learn new skills. Children are polite and behave well. They are reminded to use good manners, share and take turns.

Children explore their local community. They make cards and buy chocolates on special occasions for the elderly and disabled people who live near the setting. Children meet up with other childminders and attend groups at the local children's centre. The childminder recognises that some children have missed out on opportunities to build relationships with larger groups of children during the COVID-19 pandemic. Parents are positive about the care their children receive. They describe the childminder and her assistant as supportive and caring.

Children enjoy lively song and rhyme sessions led by the childminder's assistant. They choose props from a bag and the assistant encourages them to think of a song linked to the object. For example, they sing 'Humpty Dumpty' and talk about how he bumped his head. The assistant helps children make the link to previous learning. For instance, they discuss when they learned about people who are there to help them, such as doctors and nurses.

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

- The childminder gathers information about children's stage of development when they start in her setting. She uses this to identify their next steps in learning. Overall, the childminder and her assistant know the children well. They talk about what children can already do and what they want them to learn. The childminder shares some information with parents about their children's learning. She keeps them informed of children's progress, and during the pandemic she shared ideas for learning at home. However, the childminder does not consistently share her planned curriculum with parents or find out what children are learning at home. As a result, she does not fully promote continuity for children.
- Children enjoy outdoor play in small groups. They develop their physical skills as they climb and slide. Children use moulds to make shapes in the sand and enjoy building sandcastles. They observe how water flows when they pour it through a waterwheel. The childminder reminds children to wait their turn and share resources. However, she does not always encourage them to play cooperatively. Children play alongside each other happily but are not fully supported to help

each other or share their ideas.

- The childminder plans new experiences for children. For example, they use their senses to explore herbs. The childminder encourages them to smell and taste them. Children pull funny faces when they realise some of them are bitter. The childminder helps children to use tools safely. They cut the herbs into pieces with scissors and use a pestle and mortar to grind and mash them. Using these helps children develop some of the control they need for early writing. The childminder presents children with questions that challenge their thinking, such as 'I think it smells like onions, what do you think?'. She uses the activity well to promote children's mathematical knowledge. They talk about size and quantity, such as bigger and smaller, and more or less.
- Children learn new words during their play that help them to understand what they are experiencing and extend their vocabulary. For instance, they describe how mashed herbs feel 'squidgy' and 'sticky'. The childminder helps children recall previous learning experiences. They talk about the fruit they nurtured, picked and ate last summer.
- The childminder and her assistant help children to develop their independence skills so they are ready for school. Children put on their own coats and boots and learn to fasten zips. They help to tidy their toys away and clear their plates after snack. The childminder promotes healthy eating and reminds children to keep hydrated throughout the day. She reminds them they need sun cream when they go to play outside.
- The childminder is keen to further develop her and her assistant's knowledge. She attends local networking groups where they can access training. The childminder reads widely and responds to changes within the early years sector.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of safeguarding and child protection. They are knowledgeable about the signs that indicate children might be at risk from exploitation or extremism. The childminder ensures that their knowledge is up to date through training and research. For example, they are aware of the latest trends on social media sites. Children are well supervised. The home is regularly risk assessed and maintained to a high standard. The childminder teaches children how to keep themselves safe. They learn about the risks posed by strangers, and how to cross roads safely.

What does the setting need to do to improve?

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

- fully support children to strengthen their relationships with other children and build on their understanding of working together and cooperative play

- strengthen partnerships with parents to support a two-way flow of information that promotes continuity in children's learning and helps parents to extend children's learning at home.

Setting details

Unique reference number	EY358561
Local authority	Leeds
Inspection number	10231632
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 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	16 June 2016

Information about this early years setting

The childminder registered in 2007 and lives in the Guiseley area of Leeds. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- This was the first routine inspection the setting 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 together. The childminder and her assistant discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about their play.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed teaching and talked to the childminder about how she evaluates the provision.

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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