

Childminder report

Inspection date: 11 July 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 safe and happy in this welcoming, inviting and well organised setting. They choose where they would like to play and are engrossed in the experiences on offer. Children engage well and show positive attitudes towards learning. They have fun with the childminder and enjoy their time in her care. Children laugh and giggle together as they splash and play in water with sea animals. Children thrive on the secure attachments they build with the childminder who has a caring and nurturing personality.

Children are confident and skilful communicators. They eagerly share their experiences in the setting with the inspector. Children show good recall as they remember and talk about the activities they have done previously with the childminder. They describe what they are doing in photographs.

Children are well behaved and listen carefully to the childminder. They learn about kindness, consideration and respect from an early age. For example, the childminder helps children to understand turn taking as they play games together. Children learn to care for living things and about nature as they plant and grow their own fruit and vegetables in the childminder's garden.

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

- The childminder plans her curriculum to help children to develop the skills they will need for the future. For instance, she wants children to leave her setting as confident and independent individuals. She helps children to develop their self-care skills, such as toileting, handwashing and dressing themselves.
- There is a clear learning intent behind the activities and outings that the childminder provides. She carefully considers children's interests and their next steps in learning when deciding what activities and resources to offer.
- The childminder knows the children she cares for very well. She confidently talks about children's individual personalities and the skills and knowledge they acquire. The childminder describes the progress children have made since joining her setting and how she intends to further support children's learning.
- Children's communication and language development is supported successfully. The childminder plays alongside children and interacts with them positively. She skilfully listens to children and extends the conversation through commenting and asking questions. Children show good imagination skills and make up stories to go alongside their play.
- Children have plenty of opportunities to be active and get fresh air each day. They spend ample time in the childminder's garden where they search for home-grown strawberries for their snack. Children learn when the strawberries are ripe and the childminder introduces mathematical skills, like counting and ordering in

size.

- Children are independent and enjoy the responsibility of carrying out age-appropriate tasks. For instance, children cut their own strawberries and banana for their snack. Older children count how many pieces they have as they develop their mathematical understanding.
- The childminder establishes good links with additional settings that children attend. She regularly shares information about children's interests and their next steps in learning. This helps to provide a consistency to children's care and education.
- Partnerships with parents are excellent. The childminder established close relationships with the families who access her setting. She keeps parents well informed about their children's day and what they are learning. For instance, the childminder sends daily photographs of children engaging in activities and on outings, completes termly assessments and shares what children need to learn next with parents so they can support this at home.
- Parents are extremely complimentary about the service that the childminder provides. They say their children receive wonderful care and are always happy to attend the childminder's home. The praise the wide range of interesting activities on offer and say the childminder supports their children to make progress.
- The childminder keeps her knowledge and skills up to date through completing regular training, such as safeguarding and how to support children's feeling and emotions. However, there is scope for her to build on her knowledge of how to fully promote children's early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. She has a good understanding of the procedures to follow should she have any safeguarding concerns. She recognises the possible signs and symptoms of abuse or neglect, including those relating to female genital mutilation and radicalisation. The childminder knows who to contact if she has concerns about the welfare of a child. The childminder regularly completes safety checks of her home and garden and minimises any potential hazards to children. She completes a risk assessment before she takes children on outings, including to the local park and forest school sessions.

What does the setting need to do to improve?

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

- build on professional development plans to fully support children's early writing skills.

Setting details

Unique reference number	EY370272
Local authority	Leeds
Inspection number	10117440
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	19 June 2014

Information about this early years setting

The childminder registered in 2008 and lives in Yeadon, Leeds. She operates Monday to Thursday from 7.30am to 5.30pm, and Friday from 7.30am to 9am and 3pm to 5.30pm. The childminder holds an appropriate early years qualification at level 3. She provides funded education to two-, three- and four-year-old children.

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 inspector and the childminder 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.
- 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 about the setting.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including the evidence of the suitability of persons living or working in the household and first aid qualifications.

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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