

Childminder report

Inspection date: 16 March 2020

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 relaxed, happy and safe in the home-from-home environment. They develop strong bonds with the childminder and show their great affection for her. The childminder has a caring and nurturing approach. She is a very positive role model and helps children to be polite, respectful and kind. Children develop firm friendships with other children and play well together. They listen to the childminder and are helpful and well behaved. For example, children tidy away resources when they have finished with them, to help maintain an orderly environment.

The childminder enthusiastically reads stories, using different voices and tones to bring the characters to life. She helps children to hear and say the initial sound in words and link sounds to letters. Children are motivated and keen to explore and learn. They have favourite books and excitedly use props to act out the stories as the childminder reads. Children demonstrate good physical skills as they draw, make marks and use scissors to cut out shapes. They concentrate and show determination as they work out how to fit pieces into puzzles. The childminder provides sensitive guidance and encouraging words to help children to overcome challenges and solve problems independently.

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

- The childminder promotes children's language and communication skills particularly well. For example, she speaks clearly and provides a commentary as children play. Young children learn sign language and gestures, which they use to make requests. They are strong communicators and learn new words rapidly. The childminder asks a good range of questions to engage children in meaningful discussions and help them to think critically.
- Partnerships with parents are strong. The childminder finds out about what children are learning at home and uses this to complement her teaching. She involves parents in her assessment process and provides activities to promote learning at home. Parents' feedback is very positive. They speak highly of the childminder and praise her compassionate and child-centred approach. Parents appreciate the childminder's support and say that their children thoroughly enjoy attending.
- The childminder makes good use of her assessments to plan for children's ongoing learning. She shares information about children's progress with other settings that they attend, to promote continuity of learning. Children are keen to try new things and make good progress towards the early learning goals.
- The childminder is supportive and enthusiastically plays alongside children as they explore the stimulating environments. For example, she helps children to count and order objects by size as they use bricks to create vertical towers.

Children recognise some written numerals and are developing good mathematical skills. They are resourceful and play imaginatively, pretending to go to the shops to buy food. However, occasionally, the childminder misses opportunities to extend children's imaginative skills even further.

- Children acquire many key skills in readiness for future learning and school. For instance, they competently put on their own coats before going outdoors and are beginning to manage the fastenings. The childminder supports children to take turns and share resources fairly. She helps children to talk about emotions and feelings as they draw 'happy', 'sad' and 'angry' faces on the patio outside.
- The childminder promotes healthy lifestyles well. For example, children are active and benefit from spending lots of time outdoors. They enjoy trips to places of interest and attend local community groups, where they socialise with others. The childminder uses enjoyable activities to teach children the steps that they must take to wash their hands thoroughly. However, she does not consistently plan adult-led activities as well as possible to ensure that younger children are fully involved and participating.
- The dedicated childminder is keen to develop professionally. She attends relevant training and often engages in webinars to strengthen her knowledge, skills and practice further. Recently, the childminder has developed a greater understanding of how to promote children's early literacy skills. In response, she has introduced portable mark-making boxes, which she uses to encourage children to write for different purposes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She completes regular refresher training to ensure that her knowledge of child protection and wider safeguarding issues is up to date. The childminder has a secure knowledge of the signs and symptoms of abuse and neglect. She knows what action to take if she has any concerns about a child's welfare. The childminder supervises her assistant well to ensure that she understands her roles and responsibilities. She carries out daily safety checks to make sure that her home is safe and secure.

What does the setting need to do to improve?

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

- help children to build on their good imaginative skills even further
- review the organisation of some planned activities to ensure that younger children are fully involved and participating.

Setting details

Unique reference number	EY402389
Local authority	Leeds
Inspection number	10117485
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	0 to 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	18 September 2014

Information about this early years setting

The childminder registered in 2009 and lives in the Richmond Hill area of Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with a registered assistant. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Susie Prince

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector had a tour of the premises and talked to the childminder about how she organises her curriculum and provision.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living and working on the premises. She talked to the childminder about her systems for self-evaluation and looked at parents' written feedback.

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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