

Childminder report

Inspection date: 20 July 2021

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They show they feel safe and engage in activities. Children invite the childminder into their play. For example, toddlers give her a hat to try on and offer her food they have pretended to make. Children learn about their feelings and emotions. They use 'emotion pebbles' and show the childminder how they are feeling. This helps young children to express themselves. The childminder also reads books with them about feelings and how emotions are expressed. For example, children use facial expressions to join in with the story. They show scary, happy and sad faces.

Children begin to understand about people's differences and similarities and how we are all valued. Through activities and discussions, children learn that people speak different languages. Home languages are encouraged in the setting, which supports children's cultural and individual identity. This also helps to promote children's self-esteem.

The childminder closed her setting during the lockdown owing to the COVID-19 (coronavirus) pandemic. She reopened a few months ago and quickly assessed the development of the children. This helped her to implement ways to identify and address any gaps identified in children's learning. Children continue to make good progress.

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

- The childminder has made improvements to her setting since her last inspection. She has carefully considered the safety of her premises and the organisation of her toys and equipment. All records and documentation are up to date and made available for inspection. The childminder has improved the quality of her teaching and she focuses her planning of the curriculum on children's next steps in their development. She continues to work closely with parents.
- The childminder supports children's speech and language development effectively. She engages children in regular conversation throughout the day to help extend and build on their communication skills. The childminder asks children questions about past events and activities. This helps children to recall situations in their own words. Toddlers follow instructions well. The childminder speaks clearly and uses repetition of language to help to raise children's understanding.
- The childminder has good knowledge of each child and their stage of development. She observes what children are interested in and uses this to plan exciting activities that engage and encourage children's curiosity. Children have fun and are well prepared for their eventual move to school.
- The childminder uses spontaneous incidents to extend learning. Children play

with cereals in a large tray. Toddlers develop physical skills when they use their thumb and forefinger to pick up cereal. Pre-school children develop mathematical skills. For instance, they use scales to explore concepts, such as lighter, heavier and the same.

- Children's behaviour is good. The childminder uses a positive approach to managing children's behaviour. She uses lots of praise and encouragement for their achievements and gives them explanations as to why certain behaviour is not wanted. For example, she asks children to use a calm voice because screaming hurts other people's ears.
- Children develop their independence and personal care skills very well. They wash their hands regularly, feed themselves during snack time and help themselves to their drink to keep hydrated. Children also learn how to keep themselves safe. They know that they must not run near roads and are learning how to cross roads safely. Older children also learn how to use the internet safely and not share personal information with others.
- The childminder regularly evaluates the quality of her provision. She attends training and works with other childminders in her area to gain additional knowledge and ideas. This enables her to stay up to date with current developments in childcare and education. The childminder implements what she learns into her daily practice. This has a positive effect on the learning of children.
- Partnership with parents is strong. The childminder works closely with parents. They share information about children's development and interests on a regular basis to promote continuity of care and learning. However, the childminder has not yet fully developed links with other early years providers that children attend, to extend children's ongoing progress through shared information.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to keep her skills up to date with current requirements. This includes protecting children from the influence of extremist views. The childminder knows the signs that may indicate a child might be at risk of neglect or abuse. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder implements policies and procedures which help to support children's well-being. Her home is safe and secure. She conducts regular risk assessments of her home and when children take part in outings.

What does the setting need to do to improve?

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

- maximise the links with other providers where children attend, to share

information about children's progress and use this to plan for children's ongoing learning.

Setting details

Unique reference number	EY411696
Local authority	Leeds
Inspection number	10133645
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 11
Total number of places	12
Number of children on roll	7
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2010 and is situated in Wetherby, West Yorkshire. She opens Monday to Friday from 7.30am to 6pm, all year round, except for family and bank holidays.

Information about this inspection

Inspector

Helene Terry

Inspection activities

- This was the first routine inspection the provider 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.
- The inspector observed the activities.
- The inspector had discussions with the childminder. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the written views of parents into account.
- The childminder and inspector discussed the planning of the curriculum and how the setting and resources are used.

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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