

Childminder report

Inspection date: 4 March 2020

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

What is it like to attend this early years setting?

The provision is good

Children enjoy playing outside in the childminder's well-equipped garden. They confidently choose and use the resources for different purposes. For example, children help themselves to measuring jugs so that they can cook in the mud kitchen. Younger children choose pebbles as they play with a toy quarry. Children demonstrate that they feel happy and safe. They snuggle up to the childminder as he reads a story, and they move confidently and freely between the indoor and outdoor learning environment. Children maintain concentration. Younger children demonstrate this as they play with building bricks. They are engrossed as they pull the bricks apart and scatter them on the floor. Children develop a very good relationship with other children. They eagerly engage other children in their play. For example, younger children play with older children as they play with the babies. Older children work together to develop their imaginative skills as they prepare for a party. Parents comment that their children look forward to seeing their friends. The childminder has high expectations of what children can achieve overall. He constantly tries to strengthen all children's learning. He identifies that sometimes he needs to provide further opportunities for younger children to express their thoughts and ideas.

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

- The childminder helps children develop a love of books. He reads stories with excellent expression. Children listen entranced as he reads various stories. They follow the story as he adapts his voice for the different characters. Older children comment on what is happening and what they think will happen next.
- Children have an excellent understanding of how they can keep themselves safe. For example, older children talk to the childminder about what precautions they need to take when getting down from a chair. They exclaim in delight, 'Look, I got down safely.'
- The childminder has a good understanding of where children are in their learning. He observes children and identifies how he can extend their learning. This helps them to make at least good progress.
- The childminder places a high priority on developing children's independence. For example, from a young age, children are encouraged to put on their coats and shoes. They choose whether they want to play inside or outside. Parents comment that they love the trick the childminder teaches them to put on their coats.
- The childminder is keen to develop children's language skills, overall. For example, he listens carefully to what older children are saying and builds on their conversations further. However, sometimes, the childminder does not help older children to understand that younger or less-confident children need to be given time to talk.

- Children develop good mathematical skills. Older children enjoy using mathematics in their play. For example, they read the numbers as they weigh things on the play scales. They explore which items weigh more and begin to use terms such as 'heavier' and 'lighter'. Younger children confidently count with numbers in order as they use resources outside as stepping stones.
- The childminder attends training to strengthen his practice further. For instance, recent training has helped him to understand how he can help children when they are struggling to manage their emotions. This has had a significant impact on helping children to understand their emotions. The childminder agrees he will in future be more proactive about obtaining formal feedback from parents about how he could improve his practice even further.
- Children behave well. The childminder has clear behavioural expectations which he consistently reinforces. Younger children respond quickly when he reminds them not to take things off their friends. He supports children effectively to share things with other children. For example, he helps older children to share the 'pirate treasure' that they found.
- The childminder has a good relationship with parents. He uses a range of methods to communicate with parents, such as electronic communication and verbal feedback. He encourages parents to let him know how children have been at home and uses this information to adapt children's days accordingly. Parents comment that they always find out how their child's day has been, whether good or not. They welcome the open and honest communication.

Safeguarding

The arrangements for safeguarding are effective.

Children play happily in a safe and secure space. They learn how to keep themselves safe when outside of the childminder's home. The childminder has a secure understanding of child protection. He ensures he attends all mandatory training, including first aid. This helps him to be able to identify children at risk of harm and to refer any concerns quickly and appropriately. He works alongside his co-childminder to deal with illnesses and infections effectively.

What does the setting need to do to improve?

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

- improve evaluations even further and explore ways to gather feedback from parents
- help older children to understand that sometimes they need to listen to younger children and give them time to express their thoughts and ideas.

Setting details

Unique reference number	EY426018
Local authority	Leeds
Inspection number	10117510
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 November 2015

Information about this early years setting

The childminder registered in 2011 and lives in the Burley area of Leeds. He operates all year round from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. He works with a co-childminder.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children 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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