

Childminder report

Inspection date: 3 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	Good

What is it like to attend this early years setting?

The provision is good

The childminder offers a warm, nurturing and safe environment with plenty of resources and activities for children to access. She organises the setting to promote children's independence. Children are able to move around the childminder's home and choose what they would like to play with.

Children are happy and safe in the childminder's care. They enjoy their time in the setting and build secure attachments with the kind and considerate childminder. Children are eager and motivated to learn. They engage in various activities that promote their development across a broad curriculum. Children test out their own thoughts and ideas as they play. For instance, they complete puzzles without the aid of pictures and solve problems as they test out where pieces go.

The childminder has high expectations for all children. She is a good role model and teaches children right from wrong. Children are well behaved and are aware of the rules and boundaries in place. The childminder supports children to manage their feelings and behaviour, and she meets their emotional and physical needs well.

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

- Children are independent and competently meet their own self-care needs, such as washing their hands before meals. The childminder provides children with a range of healthy and nutritious meals. Children are active and learn about the importance of leading healthy lifestyles. For example, at lunchtime, children choose from a wide selection of options available, including sandwiches, fruit and yogurts.
- Parents are very complimentary about the care offered by the childminder. They particularly appreciate the regular updates about their child's progress. The childminder knows the children and their families well and is mindful of children's experiences and routines outside her care. For example, she asks children about special events and celebrations they have attended. She also encourages children to talk about things that matter to them and shows a genuine interest in what they say. Children have good opportunities to explore and learn about the community in which they live and beyond. This helps them to develop their understanding of the lives of others and strengthens their appreciation of diversity.
- Children are extremely interested in mathematics and are eager to answer simple addition problems. They do simple calculations with the help of the childminder, who encourages them to work out the answer. For example, children predict, without counting, the total number of biscuits across two groups. They confirm they are correct through counting. Children within the

setting are confident at counting to 100 and understand the concepts of these numbers.

- The childminder is experienced and has a good understanding of how children develop and learn. She provides a wide variety of toys and resources that help to motivate children's curiosity. Children are confident and capable learners. They display good concentration and an enjoyment of exploring and learning. Observations and assessments are used well by the childminder to build on what children know and can already do. However, she does not make the most of play opportunities and daily routines to extend and challenge older children consistently.
- The childminder supports children's early communication and language skills very well. She models clear language when talking to the children and explains what unfamiliar words mean. She asks questions to discover children's knowledge and gives enough time for them to think through their answers and reasons.
- The childminder reviews and evaluates her provision regularly. She uses her evaluation to help her to identify her strengths and any gaps in her provision. The childminder enjoys training and developing her knowledge. However, she does not always focus her professional development on raising the quality of her teaching even higher.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safeguarding high priority. She ensures that she keeps her safeguarding knowledge up to date. This supports her to have a secure understanding of how to keep children safe. The childminder confidently follows her clear procedures to report any concerns she has about children's well-being or safety. She teaches children to manage their own risks, such as road safety as they walk to school. The childminder is alert to risks children face when using technology. She has meaningful conversations with children and parents to support their understanding of online risks.

What does the setting need to do to improve?

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

- make the most of play opportunities and daily routines to extend and challenge older children's learning
- focus training and professional development more precisely to help to raise the quality of teaching even higher.

Setting details

Unique reference number	EY427146
Local authority	Leeds
Inspection number	10069532
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	3 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 October 2014

Information about this early years setting

The childminder registered in 2011 and lives in Churwell, Leeds. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector completed a learning walk with the childminder. She observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- 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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