

Childminder report

Inspection date: 28 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 cares for children in a purpose-built cabin in her garden. She carefully plans the environment to meet children's interests and stages of development. Children thoroughly enjoy exploring the excellent range of resources and activities. All children display delight and wonder when engaging in their play. They are busy and maintain high levels of concentration during activities. Children demonstrate that they feel secure, happy and safe in the childminder's care. Even the youngest children share and cooperate with each other. The childminder models language to children very well. Children talk with confidence and use new vocabulary when they play. They delight in regular singing sessions. Children join in with the words and actions, and move their bodies rhythmically to the music. Their behaviour is excellent.

The childminder establishes extremely close attachments with children. Children are keen to have a go and keep on trying hard. For example, they are motivated to take part in a game to recognise colours and shapes. The childminder is skilled at supporting children to reach their highest potential. All children are gaining skills that will help prepare them for the next stage in their learning. For example, children confidently hang their coats up and learn to recognise their names. They persevere as they work out how to complete puzzles and find pieces that will fit. All children clearly thrive and grow in confidence in the care of the warm and caring childminder.

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

- The childminder provides children with a rich set of experiences that promote an excellent understanding of the community. They also have opportunities for making other friendships and developing their social skills, such as when they go to playgroups. Young children begin to understand about people and communities beyond their own. Children enjoy learning about festivals that their friends celebrate, such as Sukkot and Hanukkah.
- The childminder is committed to continuing her professional development. She attends a wide variety of training to help enhance her practice. The childminder monitors her assistant's practice. However, she does not provide him with a targeted programme of professional development, to help raise the quality of his teaching further.
- Children settle exceptionally well. The childminder gives very careful attention to children's individual care needs when they start, to help them settle in smoothly. Children thrive on the positive praise and encouragement that they receive from the childminder. They begin to recognise and explain their feelings and emotions.
- The childminder encourages children to develop their literacy skills well. Children

freely choose books to read and show an interest in stories. They can easily access resources to develop their early writing skills during their play.

- Children have extremely positive attitudes to their learning. They frequently investigate exciting resources. Toddlers are enthralled as they play with metal dishes and spoons. They enjoy banging them together, exploring the sounds they make. The childminder takes this opportunity to develop children's mathematical skills. For instance, she encourages them to count. Toddlers spontaneously use numbers while they play.
- Children develop superb self-care skills. For example, babies learn how to feed themselves and use cloths to wash their face and hands. Older children clean their teeth independently after meals. They follow rigorous hygiene routines and know to wash their hands. Mealtimes are an incredibly sociable time, where the childminder and children talk about their day. The childminder provides a variety of home-cooked and healthy meals for children to choose from.
- The childminder reflects on her setting and the activities she provides for children. She asks parents for feedback to help her to enhance her setting. The childminder has clear actions for development. For example, she has plans in place to develop the outdoor area. She aims to provide even more opportunities, for those children who prefer to play outside, to explore and investigate.
- Partnerships with parents are strong. The childminder keeps them informed about their children's experiences and what they are learning in a number of ways. For instance, she provides plenty of feedback and gives them access to her online assessment system. The childminder regularly sends parents photographs of their children engaged in activities throughout the day. Parents are exceptionally complimentary about the care and education that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended recent child protection training. She has a good understanding of what to do if she is worried about a child, and how to report any concerns. The childminder checks the environment regularly to minimise any hazards and keep children safe. She takes appropriate measures to further enhance children's safety. For example, the childminder has cameras in place to see who is entering the garden.

What does the setting need to do to improve?

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

- implement plans to enhance the outdoor area further, to support those children who prefer to play outside
- provide the assistant with a targeted programme of professional development,

to help raise the quality of his teaching further.

Setting details

Unique reference number	EY435729
Local authority	Leeds
Inspection number	10064401
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 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 2011 and lives in Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Vincent

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The childminder and inspector reflected on children's learning together.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector took account of the views of parents from written statements available.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living and working on the premises.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.

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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