

Childminder report

Inspection date: 30 June 2022

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

The provision is good

Children flourish in this welcoming setting. The childminder develops strong bonds with the children, who feel incredibly safe and happy in her care. For example, when playing in the garden, children take turns to run into her arms to enjoy warm and nurturing interactions. The childminder has high overall expectations of all the children. They consistently demonstrate excellent behaviour. For example, children enjoy playing and learning alongside one another. They mould dough together and happily share it between themselves. They receive lots of praise and encouragement for doing so.

The childminder plans a broad and balanced curriculum, overall. Children are constantly engaged and motivated to play and learn. The childminder has fully considered the impact of the COVID-19 pandemic on the children she cares for. For example, she has developed her outdoor environment to replenish time lost in parks during local restrictions. The vibrant garden provides a wide range of stimulating activities. Children are able to be physical, explore and experiment outside. The childminder also made changes to her routines to keep children and families safe. She has kept some of these in place, as they have supported children more effectively.

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

- Children are supported to understand their own feelings and consider the feelings of others. For example, they can access a calm tent environment when they wish to take some time out from the stimulating learning environment. Children enjoy learning about feelings and expressions through information books and informative conversations. They respect one another and are able to regulate their emotions effectively.
- The childminder creates an environment that supports children's language development well, overall. For example, she introduces children to lots of new vocabulary and repeats this in context. However, the childminder's questioning does not always encourage, or support, children to develop their own thoughts and ideas. She does not always allow children enough time to process and express their thinking, to extend their language even further.
- The childminder is committed to her professional development. She has accessed training which has increased her knowledge and understanding of how children learn. This means that children get additional support at the right time. For example, the childminder uses strategies, such as mirrors, to help children develop their speech sounds.
- The childminder develops meaningful parent partnerships. Parents are delighted by the quality of care their children receive. They report that the childminder provides 'invaluable support'. They applaud how well she shares information

about children's learning.

- The childminder develops strong professional relationships with schools and other settings children attend. She shares a wealth of information with receiving settings before children start. This ensures children have the right support in place at the right time.
- Overall, the childminder develops good settling-in systems for new children. She works with families to meet the needs of the child. However, the childminder does not yet gather a wide range of information about children's prior experiences, and their likes and interests, before they attend, to help them settle even quicker.
- The childminder values healthy eating and nutrition. Children enjoy a variety of fresh fruit and vegetables during their day. They discuss their likes and dislikes together as a group. They decide they would like to try hummus next week. This helps children learn how to make healthy choices and enables them to take an active part in making decisions.
- Children learn about the world in which they live. They show deep levels of engagement as they participate in a minibeast hunt. The childminder skilfully extends children's learning by providing children with tools to enhance their hunt. They delight as they look through their magnifying glasses and spot the minibeasts hiding in the garden.
- Children show an awareness of each other and themselves. The childminder celebrates children's home lives and uniqueness. The diversity of the children is reflected in the thoughtfully resourced environment. This helps children to develop a sense of their own identity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard children. She has completed many safeguarding courses. She is alert to the signs and symptoms of abuse and understands wider safeguarding issues, including female genital mutilation, radicalisation, and exposure to extremism. The childminder knows the procedure to follow if she has concerns about a child's welfare. The childminder has a full paediatric first-aid certificate. She provides a very safe and secure environment which keeps children safe from harm. She increased hygiene routines to limit cross infection during the COVID-19 pandemic.

What does the setting need to do to improve?

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

- improve questioning skills to encourage sustained thinking and allow children time to process and formulate their thoughts and ideas
- seek more detailed information from parents about children's likes and dislikes

before they start at the setting, to support them further from the outset.

Setting details

Unique reference number	EY444638
Local authority	Leeds
Inspection number	10229604
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	10 to 2
Total number of places	5
Number of children on roll	17
Date of previous inspection	1 February 2017

Information about this early years setting

The childminder registered in 2012 and lives in the Farsley area of Leeds, West Yorkshire. 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 childcare qualification at level 3.

Information about this inspection

Inspector

Clare Bligh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation.

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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