

# Childminder report

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Inspection date: 2 March 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are safe, happy and well cared for in this relaxed, home-from-home environment. They develop strong bonds with the childminder and each other. They show that they feel comfortable and secure as they snuggle into her for cuddles and seek her interactions throughout the day. This supports their emotional well-being effectively. Children show confidence as they make independent choices in their play. They benefit from the childminder's calm and caring approach. Children relish the praise they receive as they successfully complete singing activities.

The childminder is a positive role model and has high expectations for all children. Children behave very well and are beginning to understand what is expected of them. They are learning to follow house rules from an early age, supporting them to understand boundaries and to make decisions about what is right and wrong. They respond readily to prompts to say 'please' and 'thank you' and enjoy helping to tidy up. Children have an array of opportunities to play with other children who are similar in age. They visit local playgroups and soft-play sessions, which helps to develop their social skills.

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

- The childminder reads familiar stories with the children. Children show excitement during parts of the story and a good understanding when answering questions from the childminder. For example, the childminder names characters in the story after the children. This inspires children to be involved and have a love for books and enhances their literacy skills.
- The childminder encourages children to share and take turns. She helps children to be kind and considerate through her excellent example. Children are becoming aware of how their actions may make others feel. They demonstrate good manners with the childminder and each other.
- The childminder observes children regularly and makes accurate assessments of their learning and development. This helps her to understand the needs of the children and plan for their next steps. However, the childminder occasionally misses opportunities to support and extend children's learning during planned activities.
- The childminder regularly evaluates her provision, seeking ways in which she can improve. She attends training courses to enhance her knowledge and has recently completed training to improve experiences for children. The childminder frequently consults with parents and takes their views into account. She uses their feedback to introduce new activities and routines for children, such as supporting them with what they are learning at school. This has a positive impact on children's care and learning.

- Parents are very complimentary about the childminder. They say that their children settle quickly and are very happy. Parents enjoy the good level of communication and value the daily diaries that they receive.
- The childminder takes children to local groups, where they socialise with larger numbers of different children. She organises trips to the local park to collect leaves and observe changes in nature, which broadens children's knowledge and experience. Children learn about different people and communities. For example, linked to the Chinese new year, children have their names displayed in Chinese writing.
- The childminder supports children's communication and language skills. She models language for the youngest children and provides a running commentary during their play. However, at times, the childminder does not promote children's thinking and language skills to the highest levels. She does not give children enough time to respond to her skilful prompts and questions.
- Children develop their mathematical knowledge well. The childminder often challenges children to count during activities, and children are keen to try. She shows them how to point to each object they are counting, to ensure they do not miss any. Children correctly count the animals in the story or how many shapes they have made during dough activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates that she has a good understanding of how to safeguard children in her care. She updates her training on a regular basis. This helps to ensure that she is aware of the procedure to follow should she have any child protection concerns. The childminder knows the possible signs and symptoms that could indicate a child is at risk of harm or neglect, including issues such as radicalisation. The childminder carries out risk assessments of her home and outings. She supports children to understand how to take risks and play safely. For example, children understand the rules for using the trampoline.

## What does the setting need to do to improve?

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

- make better use of the opportunities to support and extend children's learning during planned activities
- give children plenty of time to respond to questions and promote their thinking and language skills even more effectively.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY459009                                                                          |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10064410                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 13                                                                                |
| <b>Date of previous inspection</b>                 | 13 May 2016                                                                       |

## Information about this early years setting

The childminder registered in 2008 and lives in Methley, 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.

## 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 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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