

Childminder report

Inspection date: 17 May 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 are extremely happy and settled with the childminder in this friendly, home-from-home environment. Children are confident and enthusiastic learners, who play well together and have fun. They settle quickly when they first arrive. Children eagerly play with the wide range of quality resources available and welcome the childminder into their play. They select their own favourite books to share with their friends and turn the pages, discussing what they can see in the pictures. Children remember sentences from familiar books. They listen intently and respond as the childminder asks questions to determine what will happen next. Children's fine-motor skills are well supported through mark-making opportunities inside and outside. Children paint on the fence with water and chalk on the patio. Older children learn about letter formation and to recognise letters.

Children demonstrate good behaviour and know what is expected of them. They listen to the childminder and are eager to help her to complete tasks, such as tidying away toys once they have finished playing. Children show that they are aware of routines and know what comes next. For example, older children help to set the table in preparation for lunch without being reminded by the childminder.

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

- The childminder is clear about what she wants children to learn. She plans suitable activities, monitors the progress which children make and uses the information to plan further learning experiences. The childminder promptly seeks support for children from outside professionals, such as speech therapists. This helps to close any gaps in children's learning. All children, including those with special educational needs and/or disabilities, make progress from their starting points in development.
- The childminder encourages children to follow good hygiene practices. Children independently wash their hands before mealtimes, helping them to stay healthy. They enjoy trying an array of different healthy foods, freshly prepared by the childminder. Mealtimes are a social experience. Children sit together and they talk about what they are eating.
- Parents speak highly of the care that the childminder provides. They are happy with the progress which their children make. Parents express how much the childminder involves them in their children's learning. The childminder works with parents to help their children progress in their understanding of personal care and hygiene, such as supporting toilet training.
- The childminder is aware of the skills and experiences children have missed out on due to the COVID-19 pandemic. She provides good opportunities for children to visit local attractions and access her well-resourced garden. The childminder has reintroduced children going to local playgroups and meets other

childminders at local parks. This helps children to feel reassured about playing with other groups of children and gain more confidence in their socialisation skills.

- The childminder incorporates mathematical language into children's play. She counts at every opportunity and introduces words, such as 'enormous' and 'tiny', when children play with a selection of cardboard boxes and tubes. However, sometimes, the childminder does not support children to develop their understanding of common shapes.
- The childminder evaluates her provision closely. She keenly updates her childcare skills and knowledge to help improve her practice. The childminder regularly attends training and meets with other childminders to share good ideas. The childminder regularly works with a registered assistant. However, she has not explored options for the further professional development of her assistant to enhance her teaching skills further.
- The childminder has established systems of communication between herself and other settings that children attend, including school. She shares information about children's activities and learning, which helps to ensure a consistency of approach to children's care and learning.
- The childminder helps the children to develop their early language skills. She builds on their existing vocabulary by adding new words, such as 'bright' and 'vivid', when talking about the colours in the bubbles they blow. The childminder asks children appropriate questions and takes time to wait for their response.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular child protection and safeguarding training. She knows what to do if she has any concerns about a child's safety or welfare. The childminder is also familiar with safeguarding issues, such as exposure to extremist views and behaviours. She implements detailed policies and procedures to keep children and her home safe. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. She ensures that she supervises children at all times. The childminder implements policies and procedures effectively to support her good practice.

What does the setting need to do to improve?

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

- help children to extend their mathematical understanding of shapes
- enhance the professional development of the childminder's assistant to help to raise the quality of education even further.

Setting details

Unique reference number	EY481980
Local authority	Leeds
Inspection number	10225912
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	30 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Kippax area of Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The inspector observed children and the childminder, and spoke with them at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.
- Parents shared their views about the setting.

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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