

Childminder report

Inspection date:

26 November 2021

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 settled and enjoy their time in the childminder's care. Children make good progress in their learning from their initial starting points. The childminder understands children's capabilities and provides a curriculum that builds on what children know and can do. She makes good use of assessment to track children's progress and identify any gaps in learning.

The childminder supports children to become increasingly independent to prepare them for their transitions to nursery and school. She encourages their personal independence through daily routines and involves children in preparing their lunch. Children learn about the importance of looking after their teeth through discussions about daily brushing and eating healthy foods. The childminder also plans fun activities to spark their interest in oral health.

The childminder recognises children may be anxious about returning to her care, following time off during the COVID-19 pandemic. The childminder uses 'emotion logs' with children, these each have faces showing different emotions. Children choose the one closest to how they are feeling and talk to the childminder about how they feel and why. This helps them to work through their different emotions. The childminder recognises that some children's experiences may have been different to others during the pandemic. She understands that children born at the start of the pandemic may not have had the same opportunities to socialise with others and so visits local groups and play gyms.

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

- The childminder ensures she provides children with appropriate levels of challenge to build on their existing skills. The childminder is skilled in adapting her practice for the different ages and abilities of children during group activities. The childminder understands when it is appropriate to intervene or ask children questions to provide further challenge and knows when to sit back and observe, allowing children to have a go and test their abilities.
- Children learn about diversity of communities and the wider world. The childminder talks to the children and has resources that help develop their understanding of the diversity of family life and different ways in which we live.
- The childminder interacts well with the children and encourages their language and communication, allowing them the time to explain what they are doing and what they plan to do next. She introduces them to new words to extend their vocabulary. During an activity decorating a Christmas tree, she encourages children to talk about how the branches feel to touch and what they can see. They enjoy singing along to their favourite songs and joining in with the actions.
- The childminder has a good range of books, particularly around diversity, and

regularly reads to children. However, books are displayed out of the children's reach, meaning that they are not easily available for them to access freely to develop their interest.

- Children have good coordination and move their bodies in a range of way as they 'stomp like dinosaurs, hop like bunnies' and roll. They use equipment safely and tweezers skilfully, showing good control and coordination as they transport cotton wool to make Santa's beard. They are able to follow simple instructions from the childminder to 'squeeze, pull, and drop' the balls. The childminder encourages children to progress from using two hands to squeeze together the tweezers to one hand and models how to do this. Children persevere with this and are engrossed in what they are doing.
- The childminder reflects on her practice well and has clear procedures for self-evaluation. This helps to drive improvement and improve outcomes for children.
- Children play well together and show care and concern for others. The childminder teaches children that their actions have consequences for others and the importance of being kind.
- The childminder works well with parents to ensure they are well informed about the progress their children are making. She makes sure she works in partnership with parents to get any additional support children may need. Communication with other settings children attend is less well developed. Parents talk of the new skills they see their children are learning and the progress they are making over time. The childminder shares with them ways they can support their child's independence during routine tasks at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge current and makes sure she has information on the latest safeguarding updates. She has a secure understanding of her role in keeping children safe from harm. Risks are well understood and risk assessments are effective in minimising risks to children. The childminder maintains a good balance between allowing children to take risks as part of their development and keeping them safe.

The childminder is able to identify the possible indicators of abuse and neglect. She recognises the importance of making timely referrals to get children and families help and support. Clear procedures are in place for her to follow if a safeguarding allegation is made against her or a member of the household.

What does the setting need to do to improve?

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

- strengthen links with other settings children attend to ensure a consistent

approach

- clarify how children will access a range of books to develop their interest and ensure this approach is consistently implemented.

Setting details

Unique reference number	EY483008
Local authority	Leeds
Inspection number	10076333
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	0 to 8
Total number of places	12
Number of children on roll	5
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder was registered in 2014 and lives in Morley, Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Annette Stanger

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector by providing written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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