

Childminder report

Inspection date: 27 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are busy, active learners and make good progress in their learning. The childminder ensures the curriculum builds on what children know and can do. She has high but realistic expectations of what children can achieve. Children are keen to have a go and relish a challenge. They enjoy learning new skills and persevere well in tasks supported by the childminder.

The childminder supports children to become increasingly independent, preparing them for nursery and school. She teaches children about responsibility. Children learn to tidy away toys after playing with them, hang up their coats and put their boots on the boot rack. The childminder is very attentive to the care needs of the children. She recognises children may be anxious about returning to her care, following time off during the COVID-19 (coronavirus) pandemic. She introduces an 'emotions wheel' for parents to use with their children before they arrive. This encourages them to talk about their feelings and any worries they may have.

Children have many opportunities to play outside in the garden and go on regular walks in the woods. The childminder understands that during the pandemic they may have spent more time indoors. She recognises that they may not have had opportunities to socialise with others. She is mindful of this when planning activities and experiences for the children.

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

- Overall, the childminder makes good use of activities and daily routines to encourage children's communication and language. She introduces young children to new words and talks about their meaning. She asks them questions, allowing them time to think about the question and respond in their own time. At times, consideration is not given to modelling the correct use of language. For example, she says 'them dinosaurs' rather than 'the dinosaurs' or 'those dinosaurs'.
- 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. She offers suggestions such as how to toilet train and to allow children to have a go at zipping their coats. However, this does not extend to sharing ways to support them building skills in other areas of learning.
- Children learn about the diversity of families, communities and the wider world. Resources include all types of families, including two mums, two dads, and where grandparents are the main carers. The childminder uses these well to help children learn about the diversity of family life outside their own experiences.

- Children learn about the environment and why we recycle. They explore the different materials that are recyclable and learn that they can use items in other ways. For example, boxes can be used for making models. The childminder plans experiences to support children in building good coordination. Young children enjoy learning how to screw and unscrew the lids off bottles and jars.
- The childminder is clear of the skills she wants children to learn during activities. She has a good understanding of their abilities. She makes effective use of assessment to track children's progress and identify any gaps in learning.
- The childminder allows children to follow through with their ideas and test them out. She allows them time to solve problems and makes helpful suggestions when asked. She plans around children's interests to keep them motivated to learn. For example, children enjoy painting and the childminder introduces further resources to extend their skills. Children paint the patterns on the rollers using fine brushes with good precision and control. They understand to use a thicker brush to mix paints and change their grip to gain more control.
- The childminder reflects on her practice well and has clear procedures for self-evaluation. This helps to drive improvement and improve outcomes for children. She involves both parents and children in this process and values their feedback. Children post their ideas and suggestions in a box. They write 'thank you' notes to the childminder for being so kind and make requests for resources, such as more slime.
- Children demonstrate their physical skills as they safely manoeuvre bikes and trikes around obstacles. They show good balance and coordination for their age. The childminder talks to young children about the process involved in pedalling. She explains where to place their feet on the pedal and how to move their legs to make the trike move forwards. This follows on from them already mastering how to pedal backwards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role in keeping children safe from harm. She knows 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.

The childminder keeps her knowledge current with the latest safeguarding updates. 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.

What does the setting need to do to improve?

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

- model the correct use of language to further promote children's communication and language skills
- share with parents ways in which they can support their child to gain skills across all areas of learning.

Setting details

Unique reference number	EY438676
Local authority	Leeds
Inspection number	10113911
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 June 2019

Information about this early years setting

The childminder registered in 2012 and lives in the Whinmoor area of Leeds. She operates all year round, except for bank holidays and family holidays. The childminder's operating hours are from 7am until 7pm on Monday to Thursday and from 7am until 6pm on Friday. She provides funded early education for two-year-old children.

Information about this inspection

Inspector
Annette Stanger

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) 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 explained to the inspector how she organises her home and supports children's learning and development.
- The inspector and childminder evaluated the quality of teaching and children's learning during an activity delivered by the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at and took account of written feedback from parents at the visit.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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