

Childminder report

Inspection date:

13 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in the childminder's practice, but these do not significantly impact on children's care and learning. Children have fun in this warm and welcoming home-from-home environment. They settle quickly and establish close bonds with the caring and attentive childminder and her assistant. The childminder offers children regular cuddles and reassurance if they become tired or upset. This helps to support children's emotional well-being.

Children have a positive attitude to learning. The childminder uses children's interests and next steps to plan activities and experiences for them to enjoy. For example, children explore different materials to help them learn about colours. They recognise and name the different colours. Older children use tweezers to pick up coloured feathers and develop the small muscles in their hands. This helps children to practise and develop their colour recognition well.

Children behave well. The childminder is a good role model and provides children with reminders of expected behaviour. She is quick to respond to behaviour that is not acceptable. For example, when children are unkind towards other children, she encourages them to be respectful towards each other. She speaks to children in a calm way and uses praise and encouragement. Children are encouraged to have good manners and use words such as 'please' and 'thank you'.

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

- The childminder and her assistant know the children well. They collect detailed information from parents when they start. They use this information, together with ongoing observations, to plan for children's learning and next steps. However, the statutory progress check for two-year-old children who attend is not completed. This means the childminder is unable to use this as a tool to identify areas in which children may need extra support.
- The childminder supports children's language development well. She engages in age-appropriate conversations with the children during play. She models and extends children's language by asking a range of questions about their home experiences. Children enjoy singing nursery rhymes and songs and read books daily. At group time, they sing the 'hello song' to greet new friends, helping them to feel welcome.
- The childminder demonstrates a genuine enjoyment for her work. She ensures that her mandatory training, such as paediatric first aid and safeguarding, are up to date. However, the childminder does not explore other opportunities to build on her professional development in order to enhance the provision further for children.
- Children are given lots of opportunities to be physically active. They have fun

playing outdoors each day. However, the childminder does not help to consistently develop children's understanding of healthy eating choices. Parents are not fully supported to help their children understand why certain foods, such as those high in salt or sugar, are not appropriate to put in their lunch box. This means that children's nutrition and oral health are not always promoted to the highest level.

- Parents speak positively about the care the childminder provides for their children. They comment that they are kept informed about their children's day-to-day activities and progress through photos and daily conversations. The childminder and parents work together to ensure the best outcomes for the children.
- Overall, children show a good level of independence. They learn how to put their own wellington boots on by themselves and develop the skills needed to become confident in their own ability. However, older children are not consistently encouraged to do things for themselves. For example, they sit in highchairs at mealtimes, have their noses wiped for them, and are given cups with lids on to drink from.
- The outdoor area offers children a range of resources and activities to support their learning. Children use paintbrushes and chalk to make marks with water, developing their small-muscle skills. They explore the texture of sand with their fingers and use spades to scoop, empty and fill containers. Children delight as they play catch and chase the childminder. They develop their core strength as they swing, climb and slide on the play equipment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe and secure. She understands safeguarding issues and knows who to contact if she has a concern about a child's welfare. She can talk with confidence about what she would do in a range of scenarios. The childminder understands the process to follow should there be an allegation made against her or a family member. Children are well supervised and encouraged to take age-appropriate risks during activities. The childminder accesses paediatric first-aid training to help her know what to do in the event of a medical emergency.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve knowledge of the requirement to complete progress checks for children between the ages of two and three years in order to fully support children's learning and development.	23/03/2023
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To further improve the quality of the early years provision, the provider should:

- identify opportunities for further training and continuous professional development that will continually enhance the provision for children
- support children's and parents' understanding of healthy lifestyles and oral health, with a particular focus on healthy packed lunches
- use opportunities to focus more precisely on embedding children's independence skills.

Setting details

Unique reference number	2637421
Local authority	Leeds
Inspection number	10260091
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	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Leeds. She works with a co-childminder. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 her evaluation of the provision.
- Parents shared their views with the inspector through written feedback.
- A joint observation was completed by the childminder and inspector.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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