

Childminder report

Inspection date:

7 December 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children look forward to their time with this caring and attentive childminder. They eagerly stand at the door and wait for him to arrive back from the school run and greet him with excitement. The childminder builds strong relationships with children. Children feel happy and safe in his care.

Children begin their day with the childminder by joining in with a singing and dancing activity. The childminder sings with enthusiasm and shows children how to do the different actions. Children listen to the music and follow along, showing their understanding of the instructions. They thoroughly enjoy this part of the daily routine, and giggle as they stretch and move their bodies in different ways. This routine supports children in developing their listening and communication skills.

Children concentrate well when taking part in the learning experiences provided by the childminder. This is because the childminder knows children well. He plans appropriate activities to meet their needs and interests. The childminder encourages children to have a go and try new experiences. For example, he shows children how to screw and unscrew a bottle lid. He explains to children what they need to do and gives them time to try and explore. This supports children to become confident in their own abilities.

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

- The childminder makes eye contact with children and speaks clearly to them. He reads books with children and talks to them about what they can see in the pictures. The childminder encourages children to listen to noises in the environment as they play, such as the sound a bottle shaker makes. He introduces new words, such as 'louder' and 'quieter' to children. This helps children to learn new vocabulary.
- Children enjoy regular outings with the childminder and his co-childminder. For example, they visit a local church group. This helps them to find out about other people's faith and celebrations. Children build their social skills as they eat meals together or attend local playgroups. The childminder takes children to parks and historic places of interest. This helps children to develop their understanding of the world around them.
- Children listen to the childminder's instructions. For example, they go to wash their hands before eating when asked to. The childminder sometimes reminds children about his expectations of their behaviour. However, this is not done consistently. Children do not always show an understanding of the impact of their behaviour on others. This does not fully support children to always understand and follow the rules of the setting.
- The childminder talks to children as he changes their nappy or helps them with

their personal care. This helps children to understand what is happening and develop their sense of self. The childminder explains to children the importance of using soap to wash their hands. He talks to children about climbing up and down the step safely. These strong care routines help to support children's good health and well-being.

- The childminder shares regular photos with parents and carers about their children's experiences in the setting. He explains to parents how these link to children's next steps in learning, or how children have developed a new skill. The childminder completes children's two-year progress checks. This helps parents to keep up to date about their children's achievements, and how they can support them to continue their learning.
- The childminder seeks support and guidance from a local authority early years adviser. He takes part in regular professional development opportunities. For example, he reads books to research how to improve interactions with children to further support their learning. This helps to continually improve learning experiences for children.
- The childminder works well with his co-childminder. They regularly discuss children's development and how they can plan for their next stage in learning. However, the childminder and his co-childminder do not routinely observe and evaluate each other's practice. This does not fully support the childminder to identify further areas for improvement or raise practice to even higher levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad understanding of safeguarding issues. He is able to confidently talk about the signs and symptoms of abuse and neglect. The childminder knows the procedures to follow if he has concerns about the welfare of a child. He understands the action that he would need to take in the event of an allegation against himself or his co-childminder. The childminder reads regular updates and newsletters from children's safeguarding agencies. This helps to keep his safeguarding knowledge up to date. The childminder ensures that the premises are secure, so that children cannot leave and unauthorised persons cannot enter. This keeps children safe in the childminder's home.

What does the setting need to do to improve?

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

- strengthen and consistently use behaviour management strategies to further support children's understanding of the impact of their behaviour on others
- develop methods for evaluation of the setting and practice, to continue to raise the quality of the provision.

Setting details

Unique reference number	2642158
Local authority	Leeds
Inspection number	10306648
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 July 2023

Information about this early years setting

The childminder registered in 2021 and lives in the Kippax area of Leeds. He works with another childminder and is open Monday to Thursday from 7.30am to 6pm. The childminder is open all year round, excluding family holidays and bank holidays. He provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The childminder spoke to the inspector about his intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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