

# Childminder report

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Inspection date: 13 July 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children have secure attachments with the kind, friendly and nurturing childminder. They are safe and happy. Children enjoy their time in this welcoming, inviting and stimulating setting. The childminder has high expectations for children's learning. She has organised resources, so that children can choose where they would like to play. This helps to promote children's independence and confidence. Children show positive attitudes towards their learning. They direct their own play and make choices about what they want to do. Children show good concentration and are determined to achieve what they set out to do. For example, they persevere as they use small containers to fill up a large tray with water.

Children know what is expected of them in the setting. The childminder helps children to understand how they are feeling. She teaches them about different emotions. Children are well behaved. They show kindness and consideration towards each other. The childminder is a good role model, and reinforces sharing and turn taking. For example, children take turns to use crocodile shaped scissors to make snips in paper. They are thoughtful and always say please and thank you when asking for something.

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

- The childminder knows the children who she cares for very well. She confidently talks about children's individual personalities, interests and learning needs. The childminder is aware that due to the COVID-19 pandemic, some children have missed experiences that they would ordinarily have had. The childminder provides children with a range of opportunities to broaden their experiences. For example, children regularly visit the library, park, playground and farm.
- The childminder focuses her curriculum to focus on helping children to develop the skills that they need for the future. She wants children to leave her setting ready for school. For instance, the childminder helps children to be confident, sociable and independent. She teaches children to carry out self-care skills, such as dressing, toileting and washing their hands independently.
- The childminder supports children's communication, language and literacy skills very well. She animatedly reads children a story using props to make it interactive. As a result, children are engaged and focused. They find and match pictures from the story to make a sequence, remembering what happened and anticipating key events.
- The childminder is positive as she interacts with children. She checks their understanding by making comments and asking questions. However, at times the childminder is quick to suggest solutions to problems. She does not consistently allow children time to think and to solve these for themselves.
- The childminder promotes children's physical skills well. Children are active, and

get plenty of exercise and fresh air daily. They practise developing their small-muscle skills as they use scissors to make snips in paper. Children are proud of what they have achieved. They excitedly show the childminder and inspector their creations.

- Children develop their independence well. Children are encouraged to put their own shoes on ready to go outside. The childminder gives children lots of praise and encouragement when they have a go.
- The childminder is experienced and keeps her knowledge and skills up to date through completing regular training and attending childminder network meetings. She brings what she has learned back into the setting to develop the opportunities she provides for children.
- The childminder has established strong relationships with parents. She seeks their views about the setting through informal discussion and a good two-way flow of communication. The childminder takes parents suggestions on board and makes improvements.
- Parents highly recommend the childminder and praise the high levels of communication which they receive. Parents say that their children are happy and have made lots of friends in the setting. They describe the childminder as being kind, caring and enthusiastic. Parents state that the childminder always provides a fun and stimulating environment for their children to learn in.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes daily checks of all areas of her home, which are used by children, to make sure that they are safe and secure. She teaches children about keeping themselves safe. For example, the childminder explains the importance of wearing sun cream, sun hats and drinking plenty of water on hot days. The childminder has secure safeguarding knowledge, including about female genital mutilation and radicalisation. She knows the steps to take should she have any concerns about a child's safety or welfare. The childminder keeps her safeguarding training up to date to ensure that her knowledge is current.

## What does the setting need to do to improve?

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

- give children more time to think and work out how to solve problems for themselves.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 319980                                                                            |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10117258                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 21 June 2016                                                                      |

## Information about this early years setting

The childminder registered in 1992 and lives in Carlton, Wakefield. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, and from 8am to 9am and 3pm to 5pm on Mondays, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Clare Cotton

## 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 and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector spoke to a parent and looked at written feedback provided to consider parents' 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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