

Childminder report

Inspection date:

17 October 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

Good

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in the childminder's knowledge about how young children develop physically that are preventing her from achieving a good overall outcome. Despite this, children demonstrate that they are happy and enjoy attending this warm and welcoming environment. The childminder nurtures a close relationship with children. She is respectful, caring and attentive to children's needs. For example, if young children become unsettled, the childminder is quick to offer them cuddles and reassurance. This helps to support their emotional development well.

Children show a positive attitude to their learning. The childminder has a clear intent of what she would like children to learn. She works closely with parents to gather information about children's starting points. The childminder uses this information alongside children's interests to provide opportunities to support children's learning. For example, children develop their fine motor skills as they enjoy threading beads and buttons through pipe cleaners. This helps children to make good progress in their learning.

Children behave well. The childminder has high expectations for children's behaviour and children rise to this by following her rules and boundaries well. For example, children share and take turns during play. The childminder encourages children to use manners, such as saying please and thank you.

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

- The childminder takes children out every day to be physically active and exuberant in the fresh air. However, indoors, the childminder lacks some understanding of how she can fully promote children's physical skills. For example, on occasion, very young children are held in the childminder's arms and are not able to fully explore their surroundings. In addition, the childminder places children to sleep in car seats without due regard for the full development of their muscles and bodies.
- Overall, the childminder keeps parents informed of what their children have been doing through photos and daily discussions. She gathers detailed information from parents about children's routines and interests when they start. However, the childminder does not consistently offer parents ideas about how they can continue to support their children's learning at home or share advice about the importance of providing a healthy lunch for children.
- Overall, the childminder promotes healthy lifestyles for children. She encourages them to wash their hands before eating. However, the childminder does not consistently help children to understand about the importance of making healthy food choices. Furthermore, children do not have fresh water readily available to

them. Instead, they have juice in cups with lids, including children who are old enough to drink from a cup without a lid.

- Children's communication and language development is, overall, supported well by the childminder. She repeats back words and phrases, so that children hear the correct pronunciation. However, the childminder does not consistently provide children with sufficient time to process their thoughts and respond to her questions. In addition, the childminder does not give consistent messages to the children about using dummies. This means, at times, some children's use of dummies reduces their opportunities to fully develop their speaking skills.
- Children have many opportunities to explore their local community and learn about the world around them. The childminder plans regular outings to places of interest, such as parks and farms. Children recall a recent visit to Lotherton Hall and talk about the penguins they saw there. Children also enjoy frequent opportunities to develop their social skills during weekly visits to local playgroups.
- The childminder reflects on her practice and has a positive attitude to her continuous professional development. She has completed a range of training courses to strengthen her practice and can talk with confidence about the impact her training has had. For example, recent training in mathematics has supported her to enhance the mathematical opportunities she provides for children.
- Parents are happy with the quality of care and learning that their children receive in the childminder's care. They comment that their children enjoy coming to the setting each day. The childminder creates photo memory books, which are filled with pictures of activities children have enjoyed, for them to take home when they leave.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the different types of abuse. She knows her role and responsibilities in identifying signs and symptoms that may indicate a child is at risk from harm. The childminder confidently describes what she would do if she had a safeguarding concern about any of the children in her care. She knows what to do if an allegation is made against herself or a household member. The childminder understands the importance of keeping her own knowledge of a range of safeguarding issues up to date. She holds an appropriate paediatric first-aid qualification. This helps to ensure children's safety while in her care.

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
develop a deeper understanding of how young children develop and grow in order to fully support their physical development.	01/11/2023

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

- enhance ways to work in partnership with parents to promote children's continued learning and development at home
- strengthen the arrangements for promoting children's healthy lifestyles
- support further children's communication and language skills to raise their achievements to a higher level.

Setting details

Unique reference number	501831
Local authority	Leeds
Inspection number	10312108
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 April 2018

Information about this early years setting

The childminder registered in 1999 and lives in Middleton, Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-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 their evaluation of her setting.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- 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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