

# Childminder report

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Inspection date: 6 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 | Good |
|----------------------------------------------|------|

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

### **The provision is good**

Children thrive in this exceptionally well-resourced and stimulating environment. They demonstrate confidence and high self-esteem throughout their time in the childminder's home. This is helped by the childminder's close attention to detail, such as making sure that children's favourite resources are readily available when they arrive. This helps children to feel safe and secure and develops their emotional well-being. Children show high levels of problem-solving skills and a determination to succeed. For example, toddlers are unwavering in their attempts to manoeuvre themselves around a climbing frame. They work out how to hold on with two hands before lifting their legs to a different position. Children beam with pride when they succeed.

Older children proudly demonstrate their knowledge of the natural world. They confidently recognise the different types of birds at the bird feeders. Children describe how they identify the birds through their different colours and sizes. They speak in very quiet voices and say, 'We need to whisper as we watch the birds or the birds will fly away.' Children's behaviour is excellent. They play together exceptionally well and listen to the ideas other children bring to the play. Children happily take turns and share resources. They form strong friendship bonds, which enables them to build meaningful relationships in the future.

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

- The childminder has high expectations of what children can achieve. He continually assesses children's development and changing interests. The childminder uses this information to plan for children's next steps in learning. For example, he uses children's current interests in buildings and monuments to offer books and pictures that complement the construction materials. Children eagerly build 'Big Ben', relating the clock tower on their picture to their structure.
- Children's behaviour is excellent. They happily share resources, and older children genuinely welcome younger children into their play. The childminder teaches children to keep themselves safe and to recognise risks. For example, when children ride bikes, the childminder reminds them to keep on level ground.
- The childminder is a skilled practitioner. He knows when to stand back to let children explore independently and when to intervene to extend children's play. For example, as children move vehicles up and down ramps, the childminder suggests placing the ramps on different levels. This engages children in further discussions about speed and why some vehicles are not moving as fast as others.
- Children have many opportunities to learn about the natural world and develop a love of nature and their local environment. Children grow their own tomatoes

and strawberries. They talk about the strawberries being 'red' and 'very juicy' to eat. This is supported by the wealth of activities that the childminder offers children in the local community. For example, children talk about going to the local farm where they pick their own raspberries.

- The childminder works in partnership with parents to help children to make good progress in their learning. He shares information daily with them about their child's learning and achievements. Parents comment that they are very happy with the service the childminder and his co-childminder provide. They praise the care and learning opportunities which their children receive.
- The childminder is innovative in developing children's finger muscles to further enable their early mark-making skills. For example, he encourages children to mould pieces of malleable materials into different shapes. This also develops children's imaginations as they pretend that the materials are butterflies flapping their wings.
- When talking to children, the childminder speaks slowly and carefully and uses the correct pronunciation. He knows to extend children's vocabulary by introducing new words as they play. However, he does not always ensure that children know the meaning of the new words.
- Younger children show their developing awareness of meeting their own self-care needs. For example, toddlers rub their hands together to try and remove glitter and hold their hands out to show that they are dirty. The childminder encourages very young children to wash their own hands and reminds them to keep looking until their hands are totally clean.
- The childminder encourages children to know the names of different shapes as they play. He develops children's awareness of size as he urges children to see how small shapes fit inside larger shapes. However, the childminder is not consistent in using opportunities that arise naturally through play and routines to further develop children's mathematical understanding of numbers and counting.
- Children have many opportunities to explore the local area. They make regular visits to the nearby park, woodland areas and the local village. The childminder uses these times to talk to children about the natural environment, road safety and keeping themselves safe when out and about.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection procedures. He sources additional safeguarding training and understands a range of issues, including protecting children from extreme views and behaviours. The childminder knows how to report any concerns he has about a child's welfare to keep children safe. He has thorough risk assessments in place to ensure that children are kept safe in his home and on outings. The childminder works closely with parents to keep children safe when using electronic devices and accessing the internet in their homes.

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

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

- ensure that children understand the meaning of the words used when introducing new vocabulary
- increase children's understanding of numbers and counting further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY385649                                                                          |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10064384                                                                          |
| <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> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 29 March 2016                                                                     |

## Information about this early years setting

The childminder registered in 2008 and lives in the East Ardsley area of Wakefield. He operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. He works alongside a co-childminder.

## Information about this inspection

### Inspector

Denise Charge

### 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 setting.
- The inspector observed the quality of education during activities and assessed the impact on children's learning and development.
- A range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance, was viewed by the inspector.
- The written views and opinions of parents were taken account of by the inspector.

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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