

Childminder report

Inspection date:

18 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

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

Children are happy and enjoy their time with the childminder. She is kind and sensitive towards them. The childminder has developed warm relationships with the children and their families. She provides a comfortable setting with a range of age-appropriate toys and games. These are well organised. Children independently choose their favourite activities to play. Children behave well. They are learning to share and take turns as they play together with the support of the childminder. They are keen to help by tidying away toys and their plates after use. The childminder has increased mathematical opportunities since the last inspection. Children count steps as they climb the stairs. They talk about the patterns on their socks, and the shapes as they chop fruit. The childminder has provided number games which focus on recognising numerals and practising counting. However, children's learning experiences are inconsistent because the childminder's planning and teaching are confused at times. She does not always adapt her teaching when children find the activity too difficult. This is particularly the case when introducing children to letters and sounds.

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

- Children learn safe hygiene practices, such as washing germs from in between their fingers before eating snack.
- Children are encouraged to make choices about the food they eat. The childminder provides a balanced diet and teaches children about healthy eating. Children have opportunities to chop their own fruit and are taught to use knives safely.
- The childminder supports children in knowing about keeping safe through practising fire evacuations and encouraging fire and rescue play. She makes risk assessments of the provision, taking steps to minimise risk and keep children safe.
- The childminder provides privacy even for the youngest children when attending to their personal care needs. She teaches children to independently put on their shoes and coats, manage the toilet and use cutlery. This supports children in getting ready for their next stages and for starting school.
- Children engage in physical activity when on outings to the park or soft-play area and in the garden when this is accessible. Children experience going to the shops and garden centre with the childminder.
- The childminder observes children's play and identifies gaps in their learning and development. She plans activities and experiences aimed at closing these gaps. However, teaching does not always effectively build on what children already know and can do. Therefore, children do not always develop their knowledge and learn from the planned activities as intended. Children are keen to join in. However, the childminder's interactions do not always motivate children to

develop their thinking skills, problem solving and curiosity as they play.

- The childminder shares written information with parents about the toys children have played with and the food they have eaten, through daily diaries. She provides an information pack for parents about the early years foundation stage, school readiness, physical exercise and healthy eating. Working parents appreciate this and her flexible arrangements for picking up and dropping off children. They are happy with the care the childminder provides and the development of their children.
- The childminder independently seeks to keep her provision and practice up to date through finding information on the internet. She searches for ideas to improve her practice. However, her professional development does not effectively build on improving the quality of her teaching skills and the curriculum. Self-evaluation is not fully effective as the childminder does not identify weaknesses in teaching and the curriculum provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her safeguarding duties. She knows the signs and symptoms of abuse. She knows how to make a referral should the need arise and she has the relevant contact details. She updates her safeguarding training regularly. The childminder makes risk assessments, minimising risks where possible to keep the children safe. She has relevant documentation and record-keeping in place to support her in meeting safeguarding requirements.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of teaching and in particular the teaching of early literacy skills, so that children are appropriately challenged and engaged in activities, which build on what they already know and can do.	17/04/2020

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

- support children's learning more effectively through modelling play and talk, ask questions and encourage children to problem solve and think through their ideas
- strengthen self-evaluation and establish a more focused programme of

professional development, to help raise the quality of teaching to a higher level.

Setting details

Unique reference number	EY404613
Local authority	Leeds
Inspection number	10064390
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	17 June 2016

Information about this early years setting

The childminder registered in 2009 and lives in Middleton, Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places.

Information about this inspection

Inspector

Ruth Mason

Inspection activities

- The inspector spoke to the children and childminder at appropriate times.
- The inspector viewed the provision and areas used for childminding.
- The childminder shared relevant documentation with the inspector.
- The inspector observed the quality of teaching during an adult-led activity and child-initiated play and assessed the impact on the children's learning.
- The childminder and inspector evaluated a planned activity.
- The inspector took account of parents' written and verbal feedback.

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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