

Childminder report

Inspection date:

3 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this homely setting. They are safe and happy in the care of the warm and friendly childminder. Children follow their interests as they explore the range of resources in the childminder's stimulating playroom. They learn to make their own choices about their play and learning.

Children develop their social skills when they visit playgroups with the childminder. They find out about their community when they go on outings to areas of local interest, such as the farm or park. Children learn about festivals and seasonal events. For example, the childminder teaches children about how to stay safe when they attend Bonfire Night celebrations. Children learn about what they might see as they look at photos of bonfires and create their own pictures of one.

Children build strong relationships with the childminder. Babies smile and wave to the childminder from across the room. The childminder ensures that babies have space to move and crawl. This helps them to develop their large-physical skills and build their core strength. Older children are confident when speaking to adults and visitors. They happily share their toys and talk about what they are doing. Children are caring towards others. They notice when their friends feel sad, and say, 'Oh no!'

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

- When children first attend, the childminder finds out about what they already know and can do. She gathers information from parents about children's personal needs. This helps the childminder to support children when they are settling in. The childminder requests that parents provide regular updates about what their children have achieved at home. She finds out about children's current interests. As a result, the childminder is able to plan a programme of activities and experiences that meet the needs of the children.
- Children enjoy listening to action songs. This supports them in learning how to follow instructions and helps to develop their listening skills. The childminder talks to children as they play. However, the childminder often asks children simple questions. These questions do not always enable children to give more detailed answers. Consequently, children's speaking skills are not yet at the highest possible levels.
- Children are busy and engaged in their learning as they play alongside each other. They listen to the childminder and show an understanding of the rules and routines of the setting. This helps to promote a sense of calm and creates a positive atmosphere for learning.
- The childminder aims to help children to be independent and ready for the next stage in their education. She encourages children when they show an interest in

toilet training. The childminder praises children when they try to use the potty. She supports children to manage some of their own care needs, such as putting on their own shoes. However, there are fewer opportunities for children to learn how to wash their hands independently. Sometimes, the childminder uses wet wipes rather than soap and water to clean children's hands. This does not support children in learning about the importance of good hygiene routines.

- The childminder communicates well with parents and carers. She sends regular newsletters to parents. This keeps them up to date about what their children will be learning in the setting. The childminder shares a daily diary with the parents of younger children. This informs them about their children's individual routines. Parents receive photos of their children via an online messaging app. This helps them to understand how they can continue their children's learning at home.
- The childminder is part of a support network of other childcare professionals. She seeks out interesting articles to read that will help to improve her knowledge. The childminder collects the views of parents by asking them to complete a questionnaire. This supports her in assessing the service that she provides. However, these methods of evaluation do not go far enough. The childminder is unable to identify areas for improvement. This means that professional development activities are not always focused enough to further enhance the quality of her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes part in safeguarding training and reads online updates. As a result, she is able to recognise the signs and symptoms of abuse and neglect. She makes sure that she has the most up-to-date information on how to manage any safeguarding concerns about children. The childminder understands the importance of record keeping. This ensures that she is able to recognise any patterns of concern regarding a child's welfare. The childminder shares information with parents about the safe use of technology and online apps. This supports children in staying safe when accessing the internet at home.

What does the setting need to do to improve?

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

- extend the use of questioning techniques to further support children's speaking skills and language development
- improve hygiene routines to further promote children's independence and develop their understanding of the importance of handwashing
- strengthen methods for self-evaluation, to identify areas for improvement, and take part in focused professional development activities that will further raise outcomes for children.

Setting details

Unique reference number	EY424811
Local authority	Leeds
Inspection number	10229576
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 January 2017

Information about this early years setting

The childminder registered in 2011 and lives in Wetherby. She provides childcare from Monday to Thursday, 8am until 6pm, all year round, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Samantha Lambert

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a creative activity with the childminder.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022