

# Childminder report

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Inspection date:

12 July 2022

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## **Overall effectiveness**

## **Requires improvement**

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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**

Children develop good relationships with the childminder and other children. For example, younger children enjoy playing with older children. They demonstrate this as they do bunny hops along the ground, exploring the patterns they make with their wet hands. Older children comment that they enjoy coming to the childminder's house and playing with the football or the dinosaurs. The childminder helps children to understand how they can keep themselves safe. For example, children learn that they must hold the childminder's hands when they come home from school.

Although the childminder has attended a range of training, she has not provided her assistant with the same level of support for them to fully understand their role. Although the childminder has high expectations of what children can achieve, sometimes her expectations are not appropriate. Activities are not well matched to children's abilities. Sometimes, children are bored because the activities do not provide an appropriate level of challenge. This occasionally has an impact on the way younger children act and behave. The childminder does not always gather sufficient information from parents to meet all children's needs effectively. However, parents feel that their children are confident and well mannered. Older children talk confidently to each other. They are kind and helpful. For example, they help the childminder prepare tea.

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

- The activities the childminder plans have a clear focus. However, these sometimes lack an appropriate level of challenge because the activities do not always support children's stage of development. For example, she focuses on helping children to recognise numbers or count out objects to match to numerals, which is too difficult for younger children. When this happens, children lose interest and this has an impact on the way children act and behave. However, the childminder generally provides enjoyable activities. For example, children enjoy using magnetic fishing rods to catch fish. They learn how to turn the wheel on the rod to reel the fish in.
- The childminder does not consistently gather sufficiently detailed information from parents or other professionals to enable her to meet all children's individual needs effectively. For example, she does not gather enough information from parents or other settings that children attend. This means that the childminder is not always aware of any other professionals from health that may be involved with children. However, the childminder works well with the local schools and finds out how she can support children further.
- Children generally behave. The childminder supervises children well and consistently acts when children become excited and begin to lose control of their

actions. However, the childminder does not make her expectations clear. For example, when the childminder says 'Don't throw', children continue to throw because they do not understand what the childminder expects of them.

- The childminder ensures that she keeps her own and her assistant's first-aid knowledge up to date. However, she has not provided her assistant with appropriate support or training to ensure he understands his role and provides high-quality learning and development opportunities. This has an impact on the support that the assistant provides.
- The childminder supports children's play effectively. She plays alongside children and encourages them to try new things. For example, children concentrate well as they make foot and handprints with water. The childminder intervenes effectively and models skills, such as counting as they make the prints on the ground.
- Parents are happy with the care the childminder provides. They say they value her flexibility and open lines of communication. They feel their children love coming and really enjoy the range of activities that the childminder provides.
- The childminder ensures that children understand the importance of good hygiene. For example, they understand that they must wash their hands before eating and after playing outside. She encourages children to manage their own personal hygiene. For example, she encourages younger children to use the toilet with support.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She has a good understanding of the signs and symptoms that may indicate a child may be subject to abuse. She knows who to contact if she has concerns about a child's welfare. She talks confidently about a range of wider safeguarding issues, such as modern day slavery or female genital mutilation. She reads in her own time, to strengthen her understanding further. The childminder's home is safe and well maintained. She takes effective action to keep children safe. For example, her garden is safe and well maintained.

## 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
ensure that activities take account of children's interests and stages of development	03/08/2022

obtain and share information with parents and other professionals to ensure children's needs are met	03/08/2022
improve behaviour and help children to understand the behavioural expectations of the setting and the impact of their behaviour on others	03/08/2022
provide assistants with the support and training to enable them to undertake their role effectively.	03/08/2022

## Setting details

<b>Unique reference number</b>	320243
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10064349
<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>	12
<b>Date of previous inspection</b>	16 May 2016

## Information about this early years setting

The childminder registered in 1995 and lives in East Ardsley, near Wakefield. She operates Monday to Friday all year round, from 6.30am to 6pm, except for family holidays. The childminder occasionally works with an assistant. The childminder provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around her home and explained how she organises her curriculum.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector took into account the views of parents at appropriate times during the inspection.
- The childminder explained how she manages her business and keeps children safe.
- The inspector spoke to children at appropriate times during the inspection and took account of their views.
- The childminder showed the inspector a range of documentation, including those relating to the childminder's suitability.
- The inspector observed children playing and learning and observed the impact of the childminder's interactions on children's learning.

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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Piccadilly Gate  
Store Street  
Manchester  
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