

Childminder report

Inspection date:

6 September 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children quickly settle in the childminder's care, helped by effective and well-considered settling-in arrangements. The childminder provides a welcoming and stimulating environment that encourages children to explore and investigate their surroundings, both inside and outside. However, at times, there is too much of a selection for the children, which can become overwhelming.

The childminder knows the children well and has a good grasp of their capabilities. This allows her to plan a challenging curriculum for the children that takes account of what they can do and how she can build on their skills effectively. Children have opportunities to become increasingly more independent, and the childminder achieves a good balance between supervising children and allowing them to be inquisitive. The childminder gives children lots of positive praise and encouragement to try new experiences and test their abilities. This helps to develop children's confidence and emotional security.

Children who speak English as an additional language are supported well overall. The childminder asks parents for keywords in children's home language at the start of their placement to aid communication and language. The childminder models language well and introduces children to new words to extend their vocabulary. However, on some occasions, the childminder forgets to build in sufficient time for children to respond to questions and process information before she speaks again.

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

- The curriculum is well thought out and supports children in deepening their knowledge and understanding. The childminder introduces the children to lots of new experiences and allows children time to practise and hone their skills. She plans specific activities of focus to help develop key skills and has various resources to support this. However, she does not always consider the whole environment when doing so. At times, young children become easily distracted by the wealth of resources around them and lose their focus.
- Overall, the childminder supports children's language and communication well. Children enjoy singing songs and learning action rhymes, and they show good recall as they join in. The childminder teaches children new words and the correct way to say them and repeats these back to them. An early love and enjoyment of books are actively encouraged by the childminder. She reads to children, and they point and talk about what they can see. However, at times, the temptation is too strong for the childminder to speak instead of allowing children time to talk and answer questions themselves.
- Children enjoy physical challenges and being active. They develop their hand strength and investigate what happens as they twist, turn, push and slide

buttons, learning to control different actions on toys. They climb on large play equipment and learn how to use alternate feet to climb up the steps to the slide. They negotiate space well and move their bodies in a range of ways, for example as they crawl through a tunnel and play peekaboo with the childminder.

- Since the last inspection, the childminder has taken time to reflect on her practice. She has addressed all of the actions raised and has made the necessary improvements. Assistants working with the childminder understand their roles and responsibilities. The childminder ensures that they have the required knowledge to be able to meet the children's needs. The childminder attends regular training and considers the ways in which she can apply this knowledge to benefit the children and their learning.
- The childminder keeps parents updated on their children's progress and of the new skills they are acquiring. Parents value the regular feedback they receive and welcome the childminder's suggestions of how they can further support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding children. She is aware of the possible indicators of abuse and of the procedures for reporting any concerns to protect children. She also ensures that when working with an assistant, they have the appropriate knowledge around safeguarding and of the need to report any concerns promptly and without delay. The childminder understands the procedures to follow if any allegations were to be made against her or her assistant and that these should be reported to the local authority designated officer as well as Ofsted. Risk assessments are effective and ensure that risks to children are minimised.

What does the setting need to do to improve?

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

- build in sufficient time for children to process information and respond to any questions without interruption
- review how focused activities are planned and delivered to ensure that children do not become too easily distracted and are able to remain on task.

Setting details

Unique reference number	320243
Local authority	Leeds
Inspection number	10249729
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	1 to 13
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 July 2022

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.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of parents' written feedback during the inspection.
- 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 2023