

Childminder report

Inspection date:

27 February 2024

Overall effectiveness

Requires improvement

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

The childminder uses observation and assessment to track children's progress. She has some understanding of where they are in their learning. However, the childminder does not consistently plan and sequence the curriculum to build on what children know and can do. She does not always plan how she will teach the skills that children need. The childminder provides activities that are based on children's interests. For example, she sets out toy animals on a mat and provides bricks to build with. However, she does not ensure that the activities have a sharp focus on what the children need to learn and sufficiently challenge them to reach their full potential.

Despite this, children feel safe and secure in the care of this warm and friendly childminder. They greet their friends with excitement when they arrive. The childminder promotes positive behaviours and supports children to resolve minor differences. She is a good role model, and children learn to play alongside each other. Children's behaviour is good, and they are happy in her care. They ask her for help when needed and enjoy snuggling up with her as she reads a story. The childminder forms positive relationships with children and their families. She finds out about children's routines, likes and dislikes before they start. The childminder knows children well. This helps children to create a strong bond, and they settle quickly.

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

- The childminder has not fully considered the sequence in which children learn to plan an ambitious and challenging curriculum that builds on what children already know and can do. She does not always consider the skills that she wants children to learn from the activities that she provides. Subsequently, children do not make as much progress as they could.
- The childminder does not always tailor the activities to children's individual needs and next steps in their learning. For example, the childminder provides the same activity for children with different ages and stages of development. She does not always provide children with appropriate levels of challenge. This means that although children make some progress, the childminder does not fully support them to make the best possible progress.
- Children learn to explore the world around them. The childminder takes children on a bug hunt in the garden. She shows children where they might find the insects. Children look under stones and mats and show excitement when they find a worm.
- The childminder speaks clearly to children. She models language effectively and repeats back words that children mispronounce. However, the childminder does not always consider how the environment supports children's listening skills. For

example, music is often playing in the background when she is speaking to children. This does not help children to fully develop their listening skills.

- Children explore the local community. The childminder provides opportunities for children to visit the local park and library. Children make use of the book library in the park. They take books they have read to share with others and borrow books to share at home. These experiences help children to develop an understanding of the community in which they live.
- The childminder encourages children to use numbers and size vocabulary in their play. For example, she encourages children to count objects and models number names in the correct order. Children tell the childminder they have 'five worms' and hold their hands up and show her five fingers. The childminder asks children if the tower that they have built is taller than them. Children begin to use mathematical language in their play.
- Children learn good hygiene practices. The childminder encourages children to wash their hands after using the toilet and being outside and before eating. Overall, the childminder promotes healthy choices. She encourages children to be active and offers fruit and vegetables for snack. However, this is not always consistent. For example, the childminder does not discourage children drinking juice from a bottle that they have brought from home. This does not give children consistent messages regarding healthy choices.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
develop knowledge and understanding of the curriculum intent to ensure that learning is sequenced and builds on what children already know and can do	30/04/2024
ensure that activities are implemented well so that they support children's next steps in their learning and provide them with appropriate levels of challenge to support their progress.	30/04/2024

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

- reflect on the effects of background noise in the environment when supporting children's speaking and listening skills
- provide further ways to give children clear and consistent messages that support them to make healthy choices.

Setting details

Unique reference number	EY391311
Local authority	Leeds
Inspection number	10308281
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 March 2018

Information about this early years setting

The childminder registered in 2009 and lives in the Middleton area of Leeds. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

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 her setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her setting, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder's 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.

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