

Childminder report

Inspection date: 22 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and confident. They quickly make exceptionally close attachments with the childminder. For instance, she helps comfort them if they are getting tired. Children demonstrate that they feel emotionally and physically secure, and develop a positive sense of self-esteem.

Children are extremely motivated and engaged in their learning. They are praised for having a go at tricky things and finishing a job. The childminder provides a highly stimulating environment. A wide range of resources prompts children to use their imagination and curiosity.

All children behave exceptionally well. Even younger children show respect for each other and learn to play cooperatively. The childminder is an exemplary role model and has extremely high expectations for children. Children gain consistent praise for good behaviour and tolerance. The childminder is extremely sensitive to children's emotional well-being and is quick to respond to their needs.

The childminder introduces mathematical language and concepts to children as they play and explore. For example, she supports younger children well to learn how to count. As children play with a digger, she says, 'Let's use your finger to count so we don't miss any wheels'. Children are well prepared to develop the skills for future learning.

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

- The childminder uses her qualifications and excellent knowledge of how children learn to plan a curriculum that enthuses and motivates children to learn.
- The childminder assesses children's progress accurately from the time they start. She makes very good use of parents' knowledge about their children. This means she takes account of children's developmental stages and personal interests to meet their learning needs. This helps her quickly identify and address any weakness in their development. She knows how to access and use advice from other professionals, when needed. This helps to further extend outcomes for children.
- The childminder places a sharp focus on promoting children's communication. For example, she talks to the children as they play. Children have time to think and follow their own ideas. Children learn many new words because of their rich experiences, such as, 'London', 'museum' and 'vehicle'. Children make very good progress in their interactions with others.
- Strong relationships with parents and carers promote a shared approach to children's learning in the setting and at home. For instance, the childminder highlights children's next steps to encourage parents to continue learning at

home. Carers describe her as 'our saving grace' and her setting as 'a miracle place'.

- Children gain a good understanding of diversity. The childminder helps children to explore the similarities and differences in people. She challenges stereotypes during play and local visits. For example, she takes children to watch street entertainment in a nearby town.
- The childminder recognises the importance of professional development. Through regular detailed evaluation of her practice, the childminder is able to clearly identify areas for future development. For instance, she plans to further develop the garden. This will give younger children more space to be active and develop physical skills.
- The childminder supports children's independence and personal hygiene skills. For instance, children know to use their own coloured flannel for washing hands and faces. However, there is scope to strengthen younger children's understanding and awareness of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help. She knows the relevant local agencies to contact for guidance. The childminder attends child protection training, which includes wider issues around safeguarding. She is aware of the correct procedure to take should there be an allegation against herself or a member of the household. The environment is planned to ensure that children are safe and secure when using different areas. Children are encouraged to tidy up before moving to another area. This keeps the environment free from hazards.

What does the setting need to do to improve?

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

- strengthen further younger children's understanding and awareness of healthy lifestyles.

Setting details

Unique reference number	2605369
Local authority	Leeds
Inspection number	10225839
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Boston Spa, Wetherby. The childminder operates during term time, Monday to Friday, from 8am until 6pm. She holds qualified teacher status.

Information about this inspection

Inspector

Jan Harvey

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 the premises and discussed how she ensures that it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children learning. The childminder and the inspector carried out a joint observation during a planned activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to a grandparent during the inspection, looked at digital comments from parents and took account of their views.

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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