

Childminder report

Inspection date: 24 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
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 content and comfortable in the childminder's home, greeting her with smiles and laughter upon arrival. They quickly settle into their surroundings and engage in relaxing activities, such as reading books in cosy areas. The childminder assesses children's knowledge and abilities before they start at the setting. This helps the childminder to gain a good understanding of each child's needs and create an environment that appropriately supports their learning. Learning gets off to a good start and children continue to make good progress.

Children have access to a range of play equipment outdoors, which supports the development of their physical skills. They engage in activities such as climbing, running and jumping, demonstrating energetic play. Additionally, children benefit from outdoor time by exploring natural environments and participating in role-play activities.

Children are polite and respectful to the childminder and each other. They listen carefully and follow instruction. They are eager to help, and demonstrate this at tidy-up time when they support each other to put the resources away. This is because the childminder sets clear expectations.

The childminder ensures that the children have opportunity to get out and about in the local community and learn about the world around them. They learn about different cultures and take many trips to interesting places. For example, they visit local farms, horse stables and, more recently, a local park where they enjoyed learning about the local wildlife.

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

- Children thoroughly enjoy the programme of activities on offer. This is because activities are planned around children's interests. For example, older children enjoy recalling a recent trip to the farm as they search for animals hiding under shredded paper. However, at times, some activities are too advanced for younger children, resulting in reduced engagement and learning.
- The childminder provides children with fresh drinking water and nutritious snacks throughout the day. Children can choose and help to prepare their own food. They learn about making healthy choices and the importance of regular exercise. Children have the opportunity to relax and rest, if needed, in a calm environment. They follow a well-established routine that helps them to feel safe and secure. This approach supports children's overall physical and mental well-being.
- Children's communication and language skills are nurtured effectively. The childminder provides a supportive narrative during play, introducing new

vocabulary at appropriate times. Children engage in singing and listening to stories that are read with enthusiasm by the childminder. They express joy and amusement as they are encouraged to imitate farm animal sounds.

- Children have numerous opportunities to practise their developing independence skills. For example, they wash and dry their own hands and attempt to put on their own shoes. The learning environment is designed to be accessible to all children, allowing them to select resources confidently during play. This process is supported by lots of praise and encouragement from the childminder.
- Parents express satisfaction with the care and education provided to their children. They commend the communication strategies used to keep them informed about their children's learning progress. Parents also appreciate the childminder's settling-in procedures and note that their children eagerly look forward to attending the setting each day.
- The childminder has completed mandatory training to ensure that her safeguarding knowledge is current. She participates in professional development by enrolling in various courses to support her practice. The childminder has developed strong relationships with parents and is exploring additional methods to strengthen this partnership.

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

- ensure that all activities are well adapted to allow younger children to fully take part and engage in learning.

Setting details

Unique reference number	2708105
Local authority	Leeds
Inspection number	10388322
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	2 to 9
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the East Ardsley area of Wakefield. She operates her childminding provision from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection 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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