

Childminder report

Inspection date: 25 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children learn about the life cycle of frogs. The childminder introduces words such as eggs, frog spawn, froglets and tadpoles. Alongside her words, she uses photographs to show a frog's sequence of growth to help all children understand their meanings. Older children name the ladybird, beetle, caterpillar and butterfly on their place mat at the table. The childminder extends this learning with talk of the red admiral butterfly she saw in the garden. She takes children to nearby parks, playgroups and local libraries as well as trips further afield. Older children recall the visit from the firefighters with the fire truck at the local playgroup. The childminder provides experiences that help children to be aware of the local community and the natural world around them.

The childminder gives children a secure base of care and affection. Children enjoy their time with the childminder. They go to her freely for cuddles and reassurance when needed. Children show how they feel emotionally safe in the childminder's care as they explore and play confidently. The childminder encourages children's learning of politeness and good manners. Children behave very well. They follow good hygiene practices from a young age. Children wash their hands before sitting at the table with their friends. They enjoy fresh fruit, such as bananas, oranges and apples.

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

- The childminder supports children to learn about recycling kitchen waste. For example, she explains, age appropriately, how eggshells can be used as a natural fertiliser and pest deterrent. The childminder places eggshells in a plastic bag, and older children use a rolling pin to help crush them. She focuses well on helping children to learn about the natural world. However, more can be done to help children discover how and why things work, such as everyday items in the household and outdoors, to help enhance children's curiosity further.
- The childminder supports children's communication and literacy skills well. She introduces new words in context to children. The childminder plays music and sings along to nursery rhymes. Older children have a go at writing their own name and are starting to recognise these letters. The childminder reads books to children that link to the curriculum planning. For example, she tells the life story of beans from the stalk to the plate.
- Children go to local playgroups, where they have opportunities to play with others. Older children recall the story trail where they gathered sticks and put ducks in the middle of the sticks and twigs. They recall how they were learning about birds building nests. The childminder considers ways to build children's confidence and social skills in preparation for their move on to school.
- Young children show an interest in small world toys. They hold the pretend baby

and the childminder models how to wipe the baby's face. Young children copy this action and pretend to give the baby a bottle with milk. The childminder supports children to develop their pretend play through their interests.

- Older children show how they can follow a sequence of pictures. For example, when two pictures are presented, such as pictures of a chicken and a lamb, older children know which picture follows next. They use glue to stick the correct picture to the paper to follow the sequence. Older children show how they can repeat this sequencing with three pictures, such as pictures of a butterfly, a lamb and a chick.
- The childminder supports older children's creative play and small muscle development. She models how to use resources and then allows older children to explore independently. Older children pick up celery stalks and dip them in paint to print a flower-like picture onto their Mother's Day card. However, the childminder does not always plan for young children's creative expression at the same time as older children. She does not always consider how activities can be adapted for young children to enhance their sensory exploration further.
- The childminder considers her professional development. She has completed a range of online courses, such as how to support children's emotional well-being. The childminder also ensures that her mandatory training is kept up to date.

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:

- support children to understand how and why things work to help spark their curiosity even further
- adapt the curriculum planning for creative play so that all children are included in sensory exploration.

Setting details

Unique reference number	319519
Local authority	Leeds
Inspection number	10371641
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	5
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 1988 and lives in the Headingley area of Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact that this is having on the children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with the children.

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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