

Childminder report

Inspection date: 16 May 2022

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

The childminder has a strong bond with the children and they seek cuddles and comfort from her as needed. She provides warm and attentive care that helps children to feel happy, safe and secure. Children are gradually settled, when they first start, and the childminder uses this time to get to know the children and their parents. As a result, children experience a smooth transition from home.

The childminder is positive role model. She has high expectations of children and supports them to develop good manners. Toddlers quickly respond with 'thank you', when they receive help with the activities. Children understand clear boundaries and show respect towards each other, which is demonstrated when they share toys. Children fully engage in the activities and show persistence as they attempt to fit pieces of train together. The childminder gives them time and space to complete tasks and gently encourages them. As a result, children build confidence in their abilities effectively.

Toddlers have fun as they play with the soft balls. The childminder helps them understand the difference between rolling and throwing actions. The children follow instructions well and enjoy practising their new skills. The childminder stretches the most able children to attempt to catch the balls. This builds their physical skills well.

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

- The childminder supports children's communication and language skills very well. Children learn new words, such as 'antennae', as they look at their favourite books and cuddle up with the childminder. The childminder reads books with very good expression, which engages the children. They show awe and wonder as they observe the colours of the 'amazing' butterfly. The childminder also encourages children to speak more clearly as she repeats words back to them to clarify the sound.
- The childminder assesses children's development to ensure that any gaps in learning are identified and closed quickly. She plans activities for the children which take into consideration their interests and next steps in learning. As a result, children make good progress in their development.
- The childminder listens to children and takes close notice of their needs. She follows toddlers' routines, such as sleep and mealtimes. After children have slept, the childminder is ready as they awake to give them reassurance. She is especially attentive and makes sure that each child feels valued and respected.
- Children learn to be independent and develop self-care skills, which boosts their confidence and self-esteem. The childminder encourages them to make choices about toys they wish to play with. Children are also encouraged to pick up toys

and tidy them away so that they do not trip and hurt themselves.

- The childminder uses activities and routines to help children develop an understanding of healthy lifestyles. For example, children are encouraged to wash their hands after using the potty and before meals. The childminder also talks with children about food that is good for them and how to keep their teeth strong.
- Partnerships with parents are good. Information is shared about children's care and development on a daily basis. Parents get to know what their children have been learning and how they can carry this on at home. The childminder also works closely with parents around care needs, such as potty training. This ensures continuity of care and learning for the children.
- The childminder reflects on her setting to make changes that benefit the children. She has a good understanding of the impact that the COVID-19 pandemic has had on her setting and has reviewed changes that work well and she will continue to keep. She has improved her outdoor area for the children by providing a lawned area for physical activity. The childminder ensures that she attends all the basic training, such as first aid, and she listens to podcasts to update her skills. However, her professional development is not yet robust enough to consistently develop the quality of her practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of child protection. She knows how to keep children safe. She is aware of who to contact and what to do if she has any concerns about children's welfare or thinks that a child may be at risk of harm. The childminder has good risk assessments in place to minimise risks to children so that they play in a safe environment. All the required documents and records are maintained effectively to protect children.

What does the setting need to do to improve?

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

- strengthen professional development plans so that they are more focused on achieving and maintaining high levels of practice.

Setting details

Unique reference number	319586
Local authority	Leeds
Inspection number	10064326
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	19 May 2016

Information about this early years setting

The childminder registered in 1981. She is situated in Otley, West Yorkshire. She opens Monday to Friday, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Helene Terry

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 and the inspector discussed the use of the premises and the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took the written views of parents into account.

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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