

Childminder report

Inspection date:

22 September 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

Children are confident, inquisitive learners. They settle quickly into the childminder's nurturing setting and form secure attachments to her. Babies show curiosity as they explore a range of sensory resources. They press buttons on toys to create flashing lights and sounds. Babies smile as the childminder claps her hands and offers an abundance of praise and encouragement. This helps to promote children's self-esteem. Children benefit from a curriculum that helps them to prepare well for their next stage in learning. They develop good physical skills. For instance, babies quickly move from a crawling stage of development to learning to take their first steps.

Children behave well. They develop good social skills and build friendships with one another. Children learn the importance of respecting others and being kind. They follow good manners and participate in tasks appropriate to their age and stage of development. For example, older children help tidy away after mealtimes. The childminder takes children on regular outings, including trips to the cinema, park and nearby farm. Children learn where food comes from. They help pick blackberries and strawberries during walks and make jam with the childminder.

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

- The experienced and knowledgeable childminder works hard to maintain high standards of care. Her interactions with children are consistently strong and, in some instances, are outstanding. The childminder completes robust observations and assessments of children's learning.
- Partnership working with parents and schools where children attend are a key strength of this setting. The childminder shares regular information about children's individual needs and celebrates key milestones with parents and other professionals involved in children's care. She offers support, advice and guidance to parents, particularly regarding how to extend children's learning at home. This helps to provide a consistent approach to children's learning and development.
- Children develop good mathematical awareness. They are involved in activities such as baking. The childminder helps children to learn how to read recipes and count out how many ingredients they might need. Children learn to use measuring scales and learn about capacity and volume.
- The childminder works closely with other childminders. She has a wealth of experience. She has completed training throughout her time as a childminder. Although she has completed some training, this has not developed over time and is not highly focused to help her keep her knowledge and skills up to date.
- The childminder helps to promote children's communication and language skills. She regularly sings to children and shares story books with them. The

childminder pronounces words and phrases and encourages babies to repeat sounds and noises.

- Children are encouraged to follow good hygiene practices, including ensuring their hands are clean when coming into the setting. The childminder provides a safe, clean and welcoming environment for children and families. She has an illness and children policy in place and follows safe practices to prevent cross contamination and promote infection control.
- The childminder provides some good opportunities for children to learn about the similarities and differences between themselves and others. However, she has not considered ways to widen children's understanding even further of cultures, traditions and communities beyond their own.
- The childminder evaluates her setting well. She regularly seeks the views of children and parents to help her to develop her practice.
- The childminder offers an ambitious curriculum for all children, including children with special educational needs and/or disabilities. She offers additional support and encouragement where needed and works closely with them to target their individual needs. Children make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding procedures. She is aware of her responsibility to notify the relevant agencies in a timely manner regarding any concerns about children's welfare. This includes any domestic violence situation. The childminder has a safeguarding policy that includes the safe use of mobile phones and cameras in her setting and the procedure to follow in the event of an allegation against her or a household member. She places an emphasis on promoting children's safety and well-being. This includes teaching children to keep themselves safe.

What does the setting need to do to improve?

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

- continue to identify and complete a targeted programme of professional development that helps to enhance the already good teaching and improve outcomes for children
- enhance even further children's experiences and understanding of cultures, traditions, families and communities beyond their own.

Setting details

Unique reference number	319676
Local authority	Leeds
Inspection number	10229429
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	0 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder registered in 1988 and lives in Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Allison

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 how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the 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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