

Childminder report

Inspection date: 10 February 2020

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 behave well and demonstrate excellent levels of self-confidence. The childminder provides a nurturing and caring environment for children that helps them thrive in all aspects of their development. She is a wonderful role model for children and reminds them of the importance of good manners. Children form lovely relationships and seek each other out to share their experiences. The childminder talks to children about feelings and uses language that helps children to express their emotions. The childminder has high expectations of children and provides a wide range of activities for them to make independent choices in their learning. This helps children to prepare for their next stage in learning. Children show that they feel safe and secure within the setting. They wrap their arms around one another and laugh excitedly with the childminder as they share stories. The childminder continually builds on children's previous learning and encourages them to recall events, including events from their home life. This helps to promote children's thinking skills. Children concentrate and engage well in their play. They demonstrate good communication skills. The childminder plays alongside children and introduces new ideas and vocabulary. Children are provided with good opportunities to learn about other cultures and traditions that are different to their own. This helps children develop an understanding of their wider world.

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

- The childminder promotes good hygiene practices at all times. Children eagerly wash their hands before mealtimes and help prepare foods. For instance, children butter their own toast and help to cut up fruits for snack time.
- Children have excellent opportunities to be physically active in their play. The childminder takes children on regular outings, including trips to the local farm. Children climb, swing, jump and hop over various apparatus and equipment at the park. The childminder takes younger children to soft play sessions too.
- The childminder encourages children to make comparisons as they play with building blocks. Children learn to recognise the difference between large and small. They count and begin to recognise colours. This helps to promote mathematical skills.
- Children participate in role-play activities. For example, they provide a running commentary as they play with dolls in a dolls house and a toy farm. This demonstrates good imaginative skills. However, there are opportunities to help to build further on children's natural curiosity to help deepen children's engagement in their play.
- Children's creative skills are promoted well. Children follow one another around the room and march to the sound of musical instruments. The childminder encourages children to join in with songs and rhymes.
- Partnership working with parents is a key strength of the setting. Parents

provide an abundance of support for the childminder. They praise the childminder for her commitment to providing quality care for their children at all times. The childminder shares information with parents about their children's learning and development and provides activities for parents to try at home. For example, sensory and textured play activities for younger children. This helps to promote a continued approach to children's learning.

- Children who have special educational needs and/or disabilities are included in all aspects of the childminder's practice. The childminder works effectively with other professionals to help promote children's development in all areas of their development. For example, she works with children on specific targets to help children to make the best possible progress.
- The childminder recognises the need to continue to complete further training and extend her professional development opportunities to help sustain her good-quality teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of child protection issues and the procedure to follow in the event of a concern about the welfare of a child. She completes risk assessments and helps children to recognise how to keep themselves safe. For example, during mealtimes the childminder provides children with safety knives. The childminder supervises children well. She identifies and recognises hazards in the environment. The childminder has a range of policies and procedures in place. She is aware of the procedure to follow in the event of an allegation made against her or a family member. She is aware of wider safeguarding issues, including recognising concerns that a child or family may be at risk of being exposed to extremist views.

What does the setting need to do to improve?

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

- extend children's opportunities to develop their natural curiosity and creativity and deepen children's learning in play
- build on professional development opportunities to help strengthen practice and teaching skills.

Setting details

Unique reference number	319704
Local authority	Leeds
Inspection number	10064331
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 1988 and lives in the Bramley area of Leeds. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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