

Childminder report

Inspection date: 11 February 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 are happy and safe in this childminder's home. The childminder works with parents before children start and provides settling-in sessions. She finds out children's likes and dislikes. This allows the childminder to get to know children quickly. Children show they feel comfortable with the childminder. They seek reassurance from her in the presence of the inspector and go to her for comfort when they bump themselves.

The childminder supports children's communication and language skills well. She extends children's language effectively. For example, when reading books, the childminder points out different parts of the story. She spends time discussing the pictures and teaches children how to care for books. She uses a range of descriptive words, such as 'shiny'. This helps to introduce children to words they might not have heard before. Children make good progress in their learning.

The childminder knows each child very well. She plans a range of engaging activities to support children's next steps in their learning. The childminder successfully supports children to develop their self-help skills. For example, she encourages children to cut their own fruit for snack. The childminder has high expectations for children's behaviour. She consistently reminds children to be kind and gentle to each other.

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

- The childminder has a good understanding of child development. She shares this knowledge with parents. The childminder has an excellent understanding of how to support children with special educational needs and/or disabilities and how to seek specialist support. The childminder ensures that all children are ready for their next stage of learning, such as school.
- The childminder teaches children to be respectful of each other. She reminds children to be 'gentle' with each other and the toys. She consistently deals with any incidents and teaches children the consequences of their actions, for example that they may hurt each other. However, the childminder does not encourage children to tidy up after play, and the floor becomes cluttered. This does not support children to move, play and learn as freely as possible.
- The childminder constantly evaluates her own practice to identify areas for development. For example, she wishes to further develop her outdoor area and create a book to allow children to make even more choices in their play. The childminder ensures her knowledge around safeguarding remains up to date.
- Nappy changes are managed sensitively to ensure children's privacy. The childminder has a good understanding of how to ensure children are kept safe. The childminder is passionate about ensuring children are healthy. She provides

guidance to parents on healthy lunch boxes. This helps support children's health.

- Partnerships with parents are effective. Parents are happy with how their children settle in. They feel their children are making good progress and would recommend the childminder to other parents. The childminder supports parents by offering parenting tips and advice. For example, she offers advice around the use of dummies and how to keep safe online. Parents say they value the communication they receive.
- The childminder attends local playgroups to support children's social skills. She works with other childminders and plans outings in the local community. The childminder has clear risk assessments in place to ensure that children are kept safe while out and about, helping broaden children's experiences even further.
- The childminder provides a wide range of activities for children. She supports older children to learn how to hold pencils in preparation for learning to write at school. Opportunities for younger children to develop their strength, such as through play dough activities, also help to prepare children for developing their early writing skills.
- Children have opportunities to join in with songs and rhymes. They explore musical instruments as the childminder sings a range of nursery rhymes. This encourages children to develop their vocabulary and explore different sounds.
- The childminder has failed to notify Ofsted and complete relevant suitability checks of people living in her home, which is a requirement of registration. However, this does not have an impact on the safeguarding of the children.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
Ensure Disclosure and Barring checks are completed for all household members and Ofsted has been notified.	28/02/2025

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

- encourage children to tidy away toys that they are not using to enable them to move, play and learn more freely.

Setting details

Unique reference number	319804
Local authority	Leeds
Inspection number	10372618
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 April 2019

Information about this early years setting

The childminder registered in 1990. She operates all year round on Monday and Tuesday, from 7.30am to 5.30pm, except for bank holidays and family holidays. During term time, she also operates from Wednesday to Friday, 7.30am to 9.00am and 3.15pm to 5.30pm. The childminder holds an appropriate qualification at level 3. She provides government-funded childcare

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 childminder spoke to the inspector about the children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector took account of parents' views.
- 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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