

Childminder report

Inspection date: 15 May 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 very happy and settled in this experienced childminder's care. They are welcoming to visitors, and, with the childminder's reassuring presence, their confidence to chat and play grows. The childminder knows the children extremely well, having cared for most of them since they were very young. Children show they have secure relationships with the childminder and approach her for reassurance and support throughout the day.

The childminder creates routines and structure for children. She considers children's backgrounds to support them to feel safe and happy. The childminder has high expectations of children and a consistent approach to managing behaviour. She teaches children to respect their environment and each other. When children need help to manage their feelings, the childminder steps in and gives good support. Children feel emotionally secure and safe.

The childminder is clear about what she wants children to learn and why. She encourages children to make connections in their learning by building on their prior knowledge and skills. This helps children to make sense of the world around them. The curriculum focuses on supporting children's learning through their interests. Children thoroughly enjoy sensory play and become absorbed as they play with water. They develop good hand-eye coordination as they fill and pour water into different vessels.

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

- The childminder provides a wide range of interesting and fun opportunities that focus on children's development. Children explore the playroom and select resources they enjoy. The childminder identifies gaps in children's learning. She works closely with parents so that children get the support they need and make good progress.
- Children are motivated to learn, and their behaviour is good. Children receive lots of praise and encouragement from the childminder, and they use good manners. Children play cooperatively together, learning to share and take turns. This supports them to develop good social skills in readiness for the move on to school.
- The childminder supports children's communication and language well. She encourages lots of conversations as children play, and they enjoy a giggle and a joke together. Occasionally, however, the childminder does not follow up on the questions she asks. This means at these times children are not provided with the information they need to build on their current understanding.
- Parents speak highly of the childminder and are extremely happy with the care and education their children receive. Parents comment how much their children

love to be with the childminder. They love the exciting outings away from the setting. Parents feel the experiences their children have with the childminder are 'priceless'. They comment that they will be forever grateful for the positive influence she has on their children.

- The childminder completes required training and accesses childcare-related webinars to support her professional development. She also works closely with other childminders, and they support and help each other. This means the childminder is up to date with any changes to legislation and practice.
- The childminder understands it is important for children to broaden their experiences. She provides opportunities for children to explore their local and wider communities and meet new people. For example, children visit parks, farms, museums and the cinema. The childminder teaches children key life skills that support them to be self-assured, happy and successful.
- The childminder encourages children to be physically active. She considers children's home backgrounds when planning opportunities to be outside in the fresh air. The childminder supports children to test out and extend their skills and abilities, meaning children develop their stamina and physical strength. Additionally, outdoor activities enable children to learn about the natural world. They observe tadpoles in the childminder's garden pond and learn about the lifecycle of frogs.
- The childminder supports children's understanding of healthy eating and good personal hygiene. She provides nutritious food and teaches children where foods can come from by growing herbs and plants in the garden. Young children learn to independently wipe their nose and wash their hands. As a result, children learn to make healthy choices and manage their own personal needs, supporting their health and well-being.

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:

- enhance teaching strategies with a particular focus on questioning techniques, so children are provided with the information they need to build on their knowledge.

Setting details

Unique reference number	319861
Local authority	Leeds
Inspection number	10388532
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	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 July 2019

Information about this early years setting

The childminder registered in 1993. She lives in the Farsley area of Leeds. She operates Monday to Thursday, from 7.30am until 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She offers government funded places for childcare.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The childminder and the inspector discussed the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder shared information about how she works in partnership with parents, and she shared parental feedback with the inspector.
- The inspector held discussions with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector observed the interactions between the childminder and the children in the dedicated playroom and the garden.

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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