

Childminder report

Inspection date: 19 September 2024

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 settled in the homely and welcoming setting. They develop a good relationship with the childminder. The childminder knows the children well, including their care needs, interests and abilities. She checks regularly what each child knows and can do and identifies what they need to learn next. She provides a range of activities, experiences and outings that children enjoy. Children choose to play with toys that interest them, and they enjoy meeting with other childminding groups to join in group activities. Overall, children make good progress.

The childminder is a good role model, and children behave well. Children follow adult instructions and routines well. They share resources and tidy them away once they have finished with them. Children are polite, and they use good manners. They show high levels of confidence as they introduce themselves to visitors, telling them their name.

The childminder shows genuine care, and her affectionate interactions help to boost children's well-being. The childminder often brings children's family members and pets into conversation. For example, when decorating biscuits, she asks children to name their siblings as they decorate a biscuit for each of them. This helps to build a feeling of security for the children.

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

- Children develop good communication skills. The childminder models the correct use of language and introduces new vocabulary as children play. Children speak confidently to the childminder and visitors. They listen carefully, follow instructions and are keen to take responsibility for tasks. For example, when playing a game in the garden of throwing bean bags into hoops, children are keen to set out the hoops and tidy them away. Children who speak English as a additional language are not as well supported to celebrate their first language. The childminder has not considered how she can use strategies, such as displaying language in print, to aid children to feel included.
- Children count and use mathematical language as they play. When decorating biscuits, they count how many they have made. The childminder helps them to count how many chocolate chips and chocolate buttons they have used and talk about size when comparing the size of these.
- Children are taught to be independent. They put on their own shoes and coats and are encouraged to try and zip up their own coats before receiving help. Children wash their own hands and drink from open-top cups. They are given a choice of fruit at snack time, and they peel it themselves. This helps to prepare children for when they start school.
- The childminder provides children with lots of experiences that contribute to

them developing the skills and knowledge they need for their future lives. She takes them to the local park, soft-play centres and toddler groups, and she takes them to the garden centre at Christmas time. However, the childminder does not plan well enough to introduce diversity into the setting through her curriculum. This does not give children an understanding of what it is like to live in modern Britain.

- The childminder provides children with a range of healthy meals, and she discusses healthy food choices with the children, as well as the importance of oral hygiene. The childminder gives children lots of opportunities to develop a healthy body and lifestyle. She ensures that children have opportunities to enhance their physical development both in the garden and on walks in the local park.
- The childminder undertakes statutory training to ensure that the children in her care are safe. However, the childminder has not considered how she can undertake further personal development to ensure that she enhances the learning experiences of children attending the setting.
- Parent partnerships are strong. The childminder shares children's achievements with parents and encourages them to contribute towards their children's next steps. Parents speak highly of the care that their children receive and the support that is offered to them to help their children progress further at home, for example, with toilet training.

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:

- implement effective strategies to support children who speak English as an additional language to help develop their communication skills
- help children to develop a stronger awareness of diversity to give them a better understanding of what it is like to live in modern Britain
- introduce a more effective programme of professional development and continue to improve knowledge and skills to enhance the quality of teaching further.

Setting details

Unique reference number	319941
Local authority	Leeds
Inspection number	10335474
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 June 2018

Information about this early years setting

The childminder registered in 1994 and lives in Beeston, Leeds. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded care and early education for children.

Information about this inspection

Inspector

Claire Owen

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 the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had 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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