

Childminder report

Inspection date: 10 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

The childminder provides a warm, nurturing and friendly atmosphere in this home-from-home setting. She has built strong bonds with children and their families and knows their individual routines well. She has established secure settling-in procedures that focus on the individual needs of the children.

Children are happy and confident. The childminder has high expectations for children's behaviour and development and is a good role model. She gives children clear instructions and has rules in place to keep children safe. Children explore activities with enthusiasm and curiosity. They use their imaginations as they play and use a variety of equipment to create their own games. For example, children play with small figures and vehicles. They chatter to the childminder about the figures they put in the vehicles, before taking them to the toy garage to whizz them down the ramp.

The childminder provides plenty of opportunities for children to be outdoors and be physical in the day. In her safe and enclosed garden, children practise their ball skills as they throw a basketball into a hoop. The childminder plans regular outings. Children explore large outdoor areas and develop new physical skills and muscle development. The childminder and children love to visit places of interest, feed the ducks and use a range of large equipment at local parks.

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

- The childminder is clear about what she wants children to achieve during their time with her. She plans a balanced curriculum that supports children's individual needs and helps them to make good progress in their development. The childminder keeps her knowledge up to date through contact with the local authority and meeting with other childminders to share updates and information.
- The childminder supports children's communication and language through a variety of activities. She introduces children to new vocabulary through their play. Children enjoy listening to stories and they love interactive books. For example, they help the childminder to shake and spin the book as the story requires them to do. However, occasionally, the childminder does not give children enough time to think, respond and say what they know in answer to her questions. This means, at times, children are not able to fully express their own thoughts and ideas.
- Parents are updated about their child's day and progress. The childminder informs parents about children's development and areas that she is focusing on to support their learning. Additionally, the childminder tells parents valuable information from nursery school. The childminder has received very complimentary letters to show Ofsted about the care and education she provides

to the children. They also say how much they appreciate the childminder's involvement in their children's lives.

- The childminder intuitively understands the children's physical needs. They are offered healthy snacks and lunches and are encouraged to drink water to promote healthy habits. Children learn to wash their hands appropriately. However, the childminder has not yet considered how to teach children about the importance of good oral hygiene.
- The childminder provides plenty of opportunities for children to spend time in the community in which they live. She takes them on visits to the local shops. Young children scan their own choice of fruit and vegetables as they put them into the basket. This supports their growing awareness of how technology is used in everyday life. Additionally, the childminder supports children to recognise and value differences between them and their peers. They go on regular visits to the library to select books about culture and diversity to support their broadening awareness of their local community.
- Children learn to manage risks for themselves. For instance, the childminder uses opportunities on outings to teach children about road safety. Children explain they wait on the knobbly bit of the path, press the button and wait for the green man. This helps children learn how to keep themselves safe.

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:

- improve questioning techniques further to help children build on their speaking and thinking skills
- help children to understand more about the importance of good oral hygiene.

Setting details

Unique reference number	320076
Local authority	Leeds
Inspection number	10354956
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	3 to 13
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 November 2018

Information about this early years setting

The childminder registered in 1996. She operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about the curriculum and what she wants the children to learn.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of written statements provided by the parents.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation.

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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