

Childminder report

Inspection date: 9 May 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 feel very safe and secure at the childminder's home. They independently access the resources available, getting books to take outside and finding toys in boxes. The childminder has strong bonds with the children. They ask her for help with self-care during toilet training.

Children's behaviour is very good. The childminder role models good manners. She says 'thank you' as the children pass her objects. Children help each other, showing other children how to use the stencils when drawing with pencils. Children become excited and shout 'Halloween' when they find a ghost stencil. They use scissors to cut around the paper independently and choose what colour crayon to use.

Babies are very comfortable with the childminder. They climb onto her for cuddles and physical interaction. The childminder gives constant eye contact and they babble, copying her actions. Babies enjoy looking at books with the childminder, listening to new words and reaching out to touch the pages.

Children enjoy visits to the local park to explore the world around them. The childminder promotes safety, asking them to hold the pram and listen for the cars. When at home, the childminder points out tree cutters, and the children shout 'timber' as the branches fall.

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

- Children are very physical, and the childminder supports them to take risks as they move. The childminder encourages children, especially the babies, to try climbing and rolling. Children are confident to explore the space and take on physical challenges.
- The childminder knows the children well, including their interests and what they are working on next. She is reflective of her practice and recognises where to enhance or adapt her practice for the youngest children, for example, making sure the resources are suitable for babies who are placing objects in their mouths.
- The childminder knows how to keep children safe. She keeps her knowledge up to date by attending training or professional reading. For example, recently, she developed her knowledge about allergies and completed EpiPen training.
- The childminder is supportive during children's play. She role models play with the youngest children. With older children, she encourages fine motor skill development and independence. Children complete jigsaws and ask where pieces are, remembering when they did it before.
- The childminder builds strong relationships with parents. She shares what progress their child has made. The childminder explains about activities taking

place during the week. She finds out what activities the children have done at home and repeats these. The childminder lets children take toys or books home. However, she does not encourage home learning that is tailored to the child's needs or to promote further development of their individual skills.

- The childminder responds to the needs of the children. She enhances her knowledge where required. For example, after the COVID-19 pandemic, children were showing signs of anxiety. The childminder researched how she can provide additional support for children, developing her professional knowledge.
- The childminder completes ongoing evaluations of her setting. Parents are eager to share their positive feedback. The childminder reflects on how to enhance the provision that is available.
- Positive behaviour management strategies are used consistently by the childminder. Children are well behaved, and the childminder supports their emotions. She uses a range of strategies, such as distraction.
- The childminder is aware of the risks regarding internet and social media usage. Children are monitored when using any digital devices. However, the childminder does not thoroughly support children to develop a deeper understanding of the risks of using the internet or digital technology.
- The childminder weaves learning through everyday events, such as counting steps, to enhance their mathematics development. She makes the most of opportunities to support children's understanding of the wider world, for example, talking about people who help us when hearing a fire engine. The childminder discusses road safety when walking to the local park.

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 further home learning to support children's learning and development
- develop how to support children's understanding of risks further, including the internet and digital equipment.

Setting details

Unique reference number	320094
Local authority	Leeds
Inspection number	10335318
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	0 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder registered in 1996 and lives in Wortley, Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Laurafay Muranka

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- 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.
- 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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