

Childminder report

Inspection date:

17 May 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children enter happy and content into the setting, and form secure friendships with both their peers and the childminder. She uses every opportunity to praise them for their achievements. Children have high levels of confidence and self-esteem. The childminder is a good role model and children behave well and are well rounded, capable and resilient. She encourages children to play well together, learning from each other. They share with each other and receive lots of encouragement and praise from the childminder. For example, older children play a guessing game as to what they are and help each other with good clues for each other and the childminder joins in too. Children are very eager to go outside to draw patterns on the floor with the chalks. Others are keen to show off their hula hoop and football skills.

Parents at the inspection are full of praise and admiration for the childminder, and express how well she supports them in both their children's development and well-being. The childminder has developed excellent partnerships with the local schools and other outside agencies to support both parents and children and shares information on a daily basis. Children are keen to sit to the table for their tea, which is an extremely sociable time, where they talk to each other and the childminder about their day at school.

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

- The childminder recognises the importance of partnership working. She establishes secure relationships with the local primary school and excellent partnerships with parents. She shares learning and care information with parents and teachers.
- The childminder has effective systems in place to evaluate her setting. She demonstrates a strong capacity to continually improve and wants to achieve the very best. She already uses the views of parents and children in the self-evaluation of her setting.
- The childminder has an excellent understanding of how she promotes children's positive behaviour. She devises house rules and teaches children about tolerance and respect for all.
- The childminder has an excellent understanding of child development. She confidently explains how she intends to offer a curriculum that will build on what children already know and can do. She explains how she will assess and monitor children's learning to ensure that they are provided with exciting activities.
- The childminder is aware of her responsibility to complete a written summary of children's progress when they are aged two. She then shares these with parents and other professionals.

- The childminder has a very good knowledge and understanding of how to help children to recognise the importance of healthy lifestyles. For example, children learn to wash their hands before and after eating meals, after going to the bathroom and after playing outside. She has good access to outdoor spaces where children engage in energetic play, such as skipping, ball games and visits to local places of interest. The childminder knows about the importance of providing healthy snacks, home-cooked meals and drinks throughout the session.
- The childminder is a supporter for lifelong learning. She keeps up to date with mandatory training and adapts her practice to meet changes in policy. The premises are safe, secure and suitable for childcare purposes.
- The childminder has an excellent selection of toys and resources for all ages of children in her care. These are easily accessible to all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of how she keeps children safe and protected from harm. She knows the referral procedure and understands the steps to take, should there be an allegation against herself or a household member. She attends safeguarding training and keeps up to date with changes in legislation. She has a good knowledge of the wider aspects of safeguarding. She can identify the signs or symptoms which might be a cause for concern and knows the correct reporting procedure to follow. She carries out risk assessments when she takes children on outings, and knows how to supervise them appropriately. Children learn how to keep themselves safe as the childminder talks to them about how they should behave.

Setting details

Unique reference number	320119
Local authority	Leeds
Inspection number	10117267
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	4 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 June 2015

Information about this early years setting

The childminder registered in 1996 and lives in the Guiseley area of Leeds, West Yorkshire. She works Monday to Friday, from 7.30am until 9am and from 3pm until 6pm, term time only. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jane O'Callaghan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with children and parents at appropriate times throughout the inspection.
- The inspector held discussions with the childminder to establish her knowledge and understanding of the requirements for the early years foundation stage.
- A range of relevant documentation was sampled by the inspector, including evidence of the childminder's suitability and training.
- A learning walk was completed with the childminder of all areas used for childminding.

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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