

Childminder report

Inspection date: 13 February 2023

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 love attending this warm and caring childminding setting. The childminder creates an inclusive environment that supports all children to make good progress. Children develop very strong bonds with the childminder. They feel very safe and secure at the setting. For example, babies enjoy nurturing interactions throughout the day. They kick with excitement as the childminder gives them praise and repeats back to them the sounds they are making.

The childminder develops a broad curriculum for learning. Older children report that they particularly like learning about science and history. The childminder knows how to adapt planned activities to ensure that all children are fully involved. For example, while older children learn about the history of the Titanic, younger children investigate sinking and floating objects in a water tray.

The childminder has high expectations for the children, overall. Children behave very well and show enthusiasm for learning. For example, children create Valentine's Day cards and hearts with a range of craft materials at the kitchen table. They successfully share the resources between themselves and praise one another for their achievements. Children proudly show the childminder what they have created. She applauds their good efforts and comments on their unique designs.

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

- The childminder has successfully addressed the areas for development identified at the last inspection. Parents now receive a wealth of information about their children's learning and development. They are provided with advice and support that strengthens children's learning at home.
- The childminder has a wide range of age-appropriate, stimulating toys and resources. However, these are not always easily accessible to the children. For example, babies cannot easily independently reach down into the deep basket to choose the toys they are showing an interest in. This means that children are not always able to extend their ideas and be fully independent as they play and learn.
- The childminder supports children to manage their feelings and emotions very well. She develops strategies for this. For example, she teaches children to use deep-breathing techniques to help them calm down and focus. Children are encouraged to talk about their feelings and emotions. They know the childminder will listen and support them with any of their worries and is always present to answer their questions. This effectively promotes children's emotional well-being and mental health.
- Children enjoy educational trips and visits outside of the setting. For example,

they visit various museums and the local community. This helps children gain an understanding and appreciation of communities beyond their own.

- The childminder creates an environment that promotes communication and language development very well. Babies babble as the childminder sings lullabies to them. They listen to her read them stories and smile as she praises and encourages them to eat their breakfast.
- The childminder successfully promotes children's physical health. She encourages healthy eating and good personal hygiene. For example, the childminder prepares healthy and nutritious, home-made meals, which include the children's five portions of fruit and vegetables a day. Menus are prepared alongside the children the week before. Children also have opportunities to help with food preparation.
- The childminder develops meaningful relationships with a number of professionals. These include the local school and health visitors. She understands when and how to seek additional support for children. This work ensures children with special educational needs and/or disabilities receive the right support at the right time.
- The childminder is committed to her professional development. She updates her knowledge through personal research, networking with local childminders and completing online courses. For example, she has increased her knowledge and understanding of autism and children's emotional well-being. She is using this knowledge to support the children in her setting.
- Parents are extremely happy with the childminder. They report that she is respectful, loyal, knowledgeable and professional. They are very happy with how quickly their children have settled into her care. They state that their children have gained confidence and that their individuality is celebrated by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding about her role in protecting children from harm. She demonstrates a secure knowledge of the procedures to follow in the event of a concern about a child's welfare. She is fully aware of the action to take if she has concerns relating to the conduct of adults in the setting. The premises are safe and secure and children are supervised very well. Risk assessments are thorough and protect children from harm and potential hazards. She holds a full and relevant paediatric first-aid certificate.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure that children's toys and resources are easily accessible, and encourage all

children to become independent in their play and learning.

Setting details

Unique reference number	320187
Local authority	Leeds
Inspection number	10264543
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	12
Date of previous inspection	19 June 2017

Information about this early years setting

The childminder registered in 1997 and lives in the East Ardsley area of Wakefield. She operates all year round from 6am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 4.

Information about this inspection

Inspector

Clare Bligh

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 provider and has taken that into account in their evaluation of the setting.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about their intentions for children's learning.

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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