

Childminder report

Inspection date: 21 November 2019

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, welcoming and homely environment where children settle quickly and feel secure. Children establish good relationships with the childminder. The childminder is caring and sensitive by nature and children seek her out for comfort and cuddles. She promotes children's sense of belonging in her home well. For instance, children have their own coat hooks in the hallway. The childminder creatively displays pictures of their work around the playroom.

Children behave well and show kindness and concern towards their friends. The childminder promotes interaction between children and models play gestures to encourage their social play. Children are independent learners and enjoy free access to resources. However, the childminder does not always give children clear explanations to help them become more aware of potential risks. This does not help them to learn how to keep themselves safe during play.

The childminder offers an array of learning experiences for children. She takes them out on visits and outings in the local community. For example, they visit local parks and museums, and enjoy walks along the canal bank. The childminder also regularly takes children to local playgroups. This enriches their social interactions with other children and helps them to learn about the world around them.

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

- Partnerships with parents are strong. Parents comment in their written references that children love coming and spending time with the childminder. They write that children learn in a relaxed, vibrant and family orientated environment that nurtures children's learning. The childminder completes monthly newsletters to parents. These help to keep them informed of the experiences and activities that she is providing for children to enhance their learning.
- The childminder supports children with English as an additional language well. She works with parents to identify key words in their home language and uses them in her practice. This ensures that the childminder can promote children's use of language and their understanding in her setting.
- The childminder offers a wonderful playroom for children, with a wide selection of high-quality resources. She has created a welcoming story corner with a wide range of books in different languages, comfort cushions and blankets. The area is cosy and inviting and provokes children's interest in books and literature. However, some other areas of the environment need to be reviewed to avoid limiting access to the exciting play experiences.
- The childminder promotes children's school readiness by working in partnership with other professionals, such as class teachers. She keeps a log of all her

discussions and their impact on her practice. This helps the childminder support positive transitions for children as they move through to school. The childminder designs information sheets to share with parents to help them promote school readiness skills at home.

- Children make good progress from their starting points. The childminder creates wonderful books to celebrate children's learning with their families. She completes purposeful observations of children's learning and clearly identifies their next steps. Parents' input is valued. The childminder uses parents' own observations of their children's play and learning at home to inform her tracking. This ensures that progress is measured effectively.
- Settling-in sessions are offered to new children and their families. They are invited to meet the childminder and to become familiar with the setting before they start. This helps children to become emotionally secure in their new environment and build a trusting partnership with parents from the outset.
- The childminder provides a narrative to children's play and offers suggestions about how to enhance their play experiences. For example, when children are playing with the bricks and the farm animals, she encourages them to build a wall to represent a farmyard. This promotes children's imaginative thinking and how to construct with purpose and intent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly completes safeguarding training to ensure that she is clear about her responsibilities and that she understands wider safeguarding issues. She knows how to report a concern about a child's welfare. The childminder liaises with other professionals within her childminding network group to ensure her policies and procedures are regularly reviewed and updated.

What does the setting need to do to improve?

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

- review how activities are set out and ensure that children can fully access the exciting experiences offered
- give clear explanations to children to help them become more aware of potential risks and to learn how to keep themselves safe.

Setting details

Unique reference number	320303
Local authority	Leeds
Inspection number	10064351
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 January 2016

Information about this early years setting

The childminder registered in 1998 and lives in Woodlesford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Felicity Sutcliffe

Inspection activities

- The inspector observed the childminder and children during their activities and discussed her observations with the childminder.
- The inspector took account of the views of parents spoken to on the day of the inspection and through their written references.
- The inspector sampled a variety of documentation, such as first-aid certificates, risk assessments, policies and procedures and evaluation forms.
- The inspector discussed the needs of individual children with the childminder and talked about the progress they are making.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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