

Childminder report

Inspection date: 4 March 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 benefit from a broad and interesting curriculum to help them make good progress in all areas. This includes outings to widen their experiences, such as attending story and music sessions in the local community and sports classes to develop their physical skills. The childminder organises the play areas with care to capture children's interest. Children are happy and move around confidently, leading their own play and finding their favourite activities. For example, children engage for long periods while making towers with construction resources and racing cars around the track.

The childminder's focus on children's behaviour is an asset to their learning in all situations. Children happily take turns and share the equipment. For example, children readily hand wooden balls to each other to roll down a ramp.

The childminder supports children's emerging language development very well. She listens and responds to young children's chatter as they begin to communicate with her. Older children learn to extend their vocabulary as the childminder reads a familiar story. Children copy the words they hear in the book and fill in the gaps with words, such as 'mouse', 'toes' and 'stroll'. This enhances and supports children's ongoing speech and language development successfully and helps them to develop a love for books.

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

- The childminder closely monitors children's development and progress. This means she has a good understanding of children's current skills and capabilities. The childminder uses what she knows about each child to identify appropriate next steps in learning. However, on occasion, she does not always help older children to learn more about numbers and quantity to develop their mathematical skills further.
- Children behave well. They show confidence around visitors and are happy to show them their favourite toys. The childminder has a gentle approach and communicates respectfully with the children. For instance, she reminds them to say 'please' and 'thank you' to their friends when playing. Children are keen to engage with the childminder and take part in activities.
- The childminder swiftly responds to children's care needs, such as promptly changing nappies to ensure that children are comfortable. The childminder instinctively tunes in to what babies need, even if they are unable to tell her what they want. For example, she astutely recognises when babies are becoming tired and settles them down for a nap. Even the newest children's individual needs are entirely known and are immediately met. All children are happy and show that they are completely at ease.

- The childminder encourages children to use their imaginations as they talk about the farm animals and tractors. For example, as they move the animals in the tractor, they talk in detail about what the farm animals may eat and the noises they make. Children learn about healthy foods as they discuss their likes and dislikes.
- Children benefit from good opportunities to build on their independence. The childminder recognises the benefits of children learning to manage some age-appropriate tasks, supporting this well. For instance, younger children learn how to put on their own socks. Older children help to tidy away their toys before moving onto something else. Children smile as they take great pride in their growing independence.
- Parents speak highly of the childminder and value the care she provides for their children. They appreciate the information and advice she gives and comment that she feels part of their 'extended family'. The childminder has regular conversations about children's progress. They enjoy seeing the daily photographs of children enjoying activities she shares with them.
- The childminder is well-organised and manages her time well. She completes training and exchanges information with other professionals, helping her to develop her practice and keep up to date with any changes. The childminder asks parents for feedback to help her to reflect on her practice and outcomes for children. For example, she has identified she would like to learn sign language to further support children's language development.

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:

- strengthen older children's understanding of numbers and quantity to develop their mathematical skills further.

Setting details

Unique reference number	320836
Local authority	Leeds
Inspection number	10308083
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	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2000. She lives in the Yeadon area of Leeds. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding for the provision of free early education for two and three year-old children.

Information about this inspection

Inspector

Julie Dent

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 around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The inspector viewed written feedback from parents to gather their views.
- The childminder joined the inspector for a joint observation.

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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