

Childminder report

Inspection date: 22 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

The passionate and caring childminder provides a warm and nurturing home-from-home environment for children to play and learn. She establishes secure and trusting relationships with children and prioritises their social and emotional development. Children demonstrate a strong sense of belonging and thrive in this stimulating environment where they feel safe and secure.

The experienced childminder offers an ambitious and well-planned curriculum that meets children's individual needs. She uses her extensive knowledge of child development to sequence learning and move children onto their next steps. Children enthusiastically make choices about what they want to play with from a range of toys and resources available. For example, children thoroughly enjoy playing with jigsaw puzzles and talking about what they are doing. They demonstrate resilience and patience when working out where the pieces fit. Children become confident and motivated learners who are eager to learn new skills.

Children behave well and are respectful towards each other. The childminder is a positive role model and teaches children to be kind and caring. Children show a clear understanding of the childminder's rules and boundaries. For example, they know to share and take turns with each other. The childminder clearly explains expectations and supports children as they learn to recognise, understand and manage their feelings and behaviours.

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

- The childminder creates opportunities for children to develop a love of books. Children confidently choose from the wide range of books that the childminder has on offer. They cuddle up on the sofa to enjoy group story sessions throughout the day. The childminder reads stories in an animated way that keeps children engaged and inspires their involvement. This supports children's love of early literacy well.
- The childminder understands the importance of supporting children's communication and language skills. She continually asks the children effective questions and gives them the time they need to respond. The childminder talks to children and talks about what they are doing as they play, repeating key words so they can listen and repeat them. For example, she repeats back the word 'crocodile' to children as they explore wooden animals. This supports children early communication and language skills well.
- Partnerships with parents are good. Parents are highly complementary about the care and support the childminder offers the children. They comment on how wonderful the childminder is and how much their children love to come each

day. Parents appreciate the regular updates on their child's progress, such as daily photos, observations and conversations. The childminder shares ideas and suggestions on what parents can do at home to further contribute to their child's learning.

- The childminder incorporates some mathematics into activities and routines of her setting. For example, she supports children with their knowledge of colours and uses words, such as 'more' as they add glitter to their paints. However, the childminder does not consistently use opportunities to introduce counting, shapes and mathematical language during children's play. This means, on occasion, children do not receive consistent teaching to build on their existing mathematics skills.
- Children enjoy regular trips to expand their experiences outside of the childminder's setting. For example, they enjoy visits to parks, woodlands and to see the aeroplanes at the airport. Children develop their social skills as they play with other children they meet at local playgroups and messy play sessions. These experiences support children to build on their social skills and expand their knowledge of the wider world around them.
- Overall, children are supported to develop good independence. They are encouraged to make independent choices from the accessible toys and resources available to them. However, on occasion the childminder does things for children that they can do themselves. For example, she washes and dries children's hands for them and wipes their noses. This impacts on children further developing their independence.
- The childminder promotes children's healthy lifestyles. Children are provided with healthy food, such as fruit and vegetables. The childminder ensures that children are active and play outdoors each day, to support their physical development and well-being. This contributes to children's good overall health.

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:

- tailor the curriculum to enhance opportunities for children to build on their mathematical development
- build on good practice to consistently support children to do things for themselves and gain independence.

Setting details

Unique reference number	512013
Local authority	Leeds
Inspection number	10335319
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 5
Total number of places	3
Number of children on roll	7
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder was registered in 2001 and lives in Morley, Leeds. She operates all year round from 6.45am to 6pm, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 her setting.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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