

Childminder report

Inspection date:

23 November 2021

**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

The childminder creates a warm, welcoming and safe environment for children. Risk assessments are effective and minimise any potential hazards. Children are extremely happy and settled in the childminder's care. They enjoy this time at the beginning and end of the school day to relax and play with their friends and their favourite toys and equipment.

The childminder works well in partnership with parents. She knows the children well and has a good understanding of their individual needs. When children returned to the setting, following time off during the COVID-19 pandemic, the childminder carefully considered the best way to settle children, taking account of their emotional needs.

Children of all ages play well together. They cooperate well on tasks and the older children enjoy helping the younger children. The childminder continually reflects on her practice and actively seeks parents' and children's views and opinions. This helps to ensure she is meeting the children's needs and providing high-quality experiences for children.

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

- The childminder helps to prepare children with key skills for future learning. She has a good grasp of children's capabilities and ensures she provides good levels of challenge. She also helps children with any homework they may have to complete after school.
- Children are very aware of the needs of others and show good levels of care and consideration for others' views and opinions. They explain to the inspector how the childminder listens to them and seeks their opinions. They also describe how the childminder makes sure everyone is heard, is able to contribute and has the same opportunities.
- Children engage in a variety of activities and show good levels of concentration. They use their imaginations well to construct different items to support their play. They display a great number of skills as they practise some of the things they have learned at school. They take part in various group games and identify the different sounds in words. The childminder has a good knowledge of how best to support them during these activities. This is due to the good communication she has with the school that children attend.
- The childminder continuously updates her knowledge and skills and undertakes regular training. This ensures she has a good understanding of how best to support the children in her care and meet their differing needs.
- The childminder works well in partnership with parents and professionals.

Effective two-way communication helps to ensure the childminder is kept fully up to date with any changes and also helps to provide continuity of care for children.

- Children with special educational needs are well supported. The childminder has a good understanding of how best to support children to ensure all can fully participate in the range of activities on offer. The childminder ensures that everyone is included and able to participate in a meaningful way that they are comfortable with.
- Parents speak highly of the childminder and of how caring and kind she is. They value her flexibility to accommodate their requests of any changes of days or hours of attendance. They talk of how well their children have settled in her care and describe the childminding provision as a 'home-from-home' environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she keeps herself updated on any local safeguarding issues. She has attended recent refresher training to keep her safeguarding knowledge current. She knows the possible signs and symptoms of child abuse and the procedures to follow should she have any concerns about a child. Her safeguarding policy and procedures are in line with local safeguarding partnership procedures. Risk assessments are effective to ensure children are not exposed to risks. The childminder helps children understand how to keep themselves safe by talking to them about safe practices.

Setting details

Unique reference number	512184
Local authority	Leeds
Inspection number	10117692
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 November 2015

Information about this early years setting

The childminder registered in 2001 and lives in the Moortown area of Leeds. She operates term time only from 7.30am to 9am and 3.30pm to 6pm on Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Annette Stanger

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 the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder and the inspector took account of their views.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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