

Childminder report

Inspection date: 17 September 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 childminder provides a homely, comfortable and stimulating setting, where she welcomes all children. She takes children on walks to explore nature. She encourages children to challenge themselves as they climb over logs and under hedgerows. The childminder is kind, caring and prioritises children's well-being. This helps children to build strong bonds with her. Children have fun at the setting. They giggle on the swing and when the childminder sings rhymes to them.

The childminder carefully observes what children can do and plans a curriculum to build on their skills. She plans new experiences which are based on what she knows children enjoy and their next steps in learning. This helps to motivate and excite children to join in activities and concentrate for longer. Furthermore, it helps children to build their knowledge and skills and make good progress. This helps to ensure that all children are ready for their next stage of education.

The childminder has high expectations of children's behaviour and encourages even the youngest children to take responsibility for the toys. For example, she encourages children to clean up materials after making a sticking picture. She models the use of 'please' and 'thank you' to help young children learn polite manners.

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

- The childminder teaches children how to say new words. For example, she sings to encourage babies to copy the pattern of sounds in words. The childminder names colours, actions and objects as she plays with children and as they look at books together. She uses facial expressions well to help babies to understand what she is saying to them. As a result, children build their early speaking skills well.
- The childminder plans activities to support children to develop control and strength in their hands. For example, children have lots of opportunities to use crayons, spread glue, pick up small pom-poms and fix blocks together. Additionally, the childminder gives children lots of opportunities to be physically active in the garden, park and countryside. This helps them to develop their large-muscle skills, balance and coordination.
- The childminder has well-thought-out rules for children's behaviour, which are based on their stage of development. She encourages children to be caring, gentle and to use their 'kind hands'. The childminder demonstrates respectful relationships towards children, which helps them to follow her good example. This supports children to behave well at the setting.
- Children benefit from a range of healthy and nutritious meals and snacks. The childminder fosters children's independence. For example, she teaches young

children how to use cutlery and feed themselves. The childminder gives children time and space to make their own choices. This helps them to learn about making healthy choices.

- The childminder helps children to learn about special days and celebrations through stories and craft activities when visiting playgroups. Additionally, she shares books in the setting to help children to start to learn simply about different people and cultures. This helps children to start to learn about people who are different to themselves and what makes them special.
- The childminder plans activities which help children learn in ways that are meaningful to them. For example, she uses mathematical words, such as 'under', 'over' and 'long way', as children push toy cars. She counts actions and toys as children play. These experiences help children to build their knowledge of early mathematics.
- Partnerships with parents are positive. Parents say they are happy with the childminder's nurturing approach. The childminder shares information with parents about children's experiences. She works with parents to promote consistency between home and the setting to help children feel secure.
- The childminder is keen to keep up to date. She attends mandatory training, meets other childminders and speaks with parents. However, the childminder is not clear on what she needs to work on next. As a result, she does not always find ways to expand her knowledge. This limits opportunities to improve her already good teaching to help children learn more.

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:

- improve how the setting is evaluated to pinpoint specific areas for professional development to further enhance the already good teaching.

Setting details

Unique reference number	EY216958
Local authority	Leeds
Inspection number	10357629
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	18 December 2018

Information about this early years setting

The childminder registered in 2003 and lives in Wetherby. She operates all year round from 7.45am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Ruth Mason

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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