

Childminder report

Inspection date: 11 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 experienced and enthusiastic childminder welcomes children into her home-from-home setting. Children demonstrate that they are happy and settled in this warm and homely environment. They develop close bonds with the childminder, who provides lots of cuddles and reassurance. This helps children to feel confident, safe and secure. The childminder joins in with children's play in ways that help children to maintain their focus and interest. This helps children to see learning as fun and builds on their self-esteem because they develop lots of new skills and knowledge. Children benefit from many opportunities to support their communication and language skills. For example, throughout activities, the childminder provides a commentary, models good conversational skills and instils a love of books in children at a very young age.

The childminder sets clear rules and is consistent in her behaviour management, which helps children to understand expectations and boundaries. She is a good role model and engages in activities with the children to encourage them to share and take turns. Children are respectful and kind.

The childminder provides lots of opportunities for babies to develop their emerging physical skills. For example, she supports them to roll over, sit independently and develop their core strength in preparation for walking. In addition, the childminder consistently provides opportunities for children to develop their early literacy skills in preparation for school.

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

- The childminder is clear about her educational programme and what she intends children to learn. She is ambitious to ensure that all children are well prepared for the move to nursery or school when the time comes. The childminder understands the importance of the prime areas of learning for the youngest children, and she makes sure that priority is given to children's well-being and their communication and language development.
- The childminder has effective systems in place to help her to get to know the children well before they start with her. This includes meetings with parents to gather information about the child and arranging settling-in visits. This helps the children to build strong bonds with the childminder to enable them to feel secure in her care.
- The childminder understands that outdoor learning and fresh air and exercise are important for children's health. The childminder plans opportunities for children to be outdoors during the day and takes them into the local community. For example, children go on trips to local parks and garden centres. In addition, they have access to the childminder's secure garden.

- The childminder creates a curriculum that blends child-led play and adult-planned activities. She uses her knowledge of the children to plan engaging activities based on their current interests and next stages of learning. The childminder plans activities to enable all children to take part and successfully encourages them to join in. Children's well-being is central to the childminder's practice. Her nurturing and supportive approach ensures that children are well cared for.
- The childminder attends mandatory training, such as safeguarding and paediatric first aid, to help refresh her knowledge of how to keep children safe. However, she does not fully engage with other professional development opportunities to further strengthen her teaching practice and build and develop her knowledge over time.
- Parents are highly complimentary about the childminding setting. They highlight how well their children progress, such as in their confidence, social skills and school readiness. The effective communication with parents helps to keep everyone updated about children's care and learning needs.
- The childminder ensures that the home is free of hazards and suitable for children. She continually carries out risk assessments of situations to ensure children's safety. She teaches children to be safe when out and about in the community. For example, she teaches them about road safety and to hold on to the pushchair at all times.
- The childminder follows children's individual needs and routines, recognising when they are tired or hungry. She ensures that good hygiene practices are in place and teaches children handwashing from an early age. Children are encouraged to eat finger foods independently, developing good eating routines.
- The childminder works closely with the local school and pre-schools and signposts parents to a range of external agencies, such as health professionals. This additional support enables children to receive appropriate help at the right time.

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:

- make better use of professional development opportunities to further enhance knowledge and develop teaching skills.

Setting details

Unique reference number	EY218595
Local authority	Leeds
Inspection number	10351377
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	31 October 2018

Information about this early years setting

The childminder registered in 2001 and lives in the Meanwood area of Leeds. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to parents and took account of their verbal and written views.
- The childminder provided the inspector with a sample of key documentation.

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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