

Childminder report

Inspection date: 29 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The children are extremely happy and thrive in the childminder's care. The nurturing childminder creates a happy, safe and secure environment in which children settle quickly and feel confident. Children enter the setting and say 'morning' to the childminder and their friends. They know the routines within the setting, and this supports their feelings of security. For example, they snuggle up when they read books together. The childminder knows when to involve herself in children's play and when to step back and let them explore independently. She talks confidently about where children are in their development and knows how to facilitate their learning to continually build on what they know and can do. Children's learning is naturally interwoven within the curriculum. They make good progress within all areas of development. As such, children demonstrate a positive attitude to their learning.

The childminder recognises the importance of helping children to become confident communicators. She uses every opportunity to provide children with a language-rich environment. For example, the childminder talks about what children are doing as they play and asks them questions, giving them time to think before they respond. All children, including the youngest, quickly develop excellent communication and language skills. The childminder introduces children to an exciting range of books and stories that ignite their enthusiasm for reading. They learn new words as they describe the pictures. Younger children excitedly lift the flaps in a book to reveal the animals hidden beneath.

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

- The childminder has high expectations of what children can achieve. She plans an exciting range of opportunities that support children's next steps in learning. Younger children show good hand-eye coordination as they explore craft activities and persevere to complete inset jigsaw puzzles, developing their problem-solving skills. The childminder supports younger children to screw and unscrew a small tub lid. This supports children to become confident in their own abilities.
- Children have great fun singing rhymes and songs together. Children pretend to be 'sleeping bunnies' lying on the floor and squeal with excitement as they jump up and down on the spot as they wake up. They enjoy the song so much that they ask the childminder to 'sing it again'. These activities help to increase children's awareness of rhythm and rhyme and to develop their physical skills. Children make good progress and gain many skills they need for their future learning, such as starting school.
- The childminder is an excellent role model and is highly respectful to the children. She has consistent routines and boundaries so that children know what

to expect and how to behave and are kind towards each other. Children behave well and show a good awareness of the needs of others. The childminder enables children to manage their feelings and express their needs by promoting the use of their available vocabulary.

- Early mathematical concepts are skilfully introduced by the childminder into everyday activities. Younger children are encouraged to recognise colours, shapes and count. However, sometimes, opportunities to share information about children's development with other settings they attend, to provide more continuity in their learning, are overlooked.
- The childminder encourages children's independence, enabling them to help themselves to resources and begin to manage their own self-care. For instance, when children feel thirsty, they know where their water cup is kept and can access it independently. Children have many good opportunities to use their imagination. For instance, with small-world figures and construction toys. They thoroughly enjoy role play as they pretend to feed their babies.
- Daily routines are organised effectively and promote children's physical health and well-being. Children have daily opportunities for fresh air and thoroughly enjoy outdoor walks in the community. They visit local parks and explore the large equipment, such as slides. The childminder regularly meets with other childminders to give children opportunities to play and take turns in larger groups.
- Parents speak extremely highly of the childminder and of the care and education she provides for their children. They comment on the strong progress children are making. The childminder works cooperatively with parents to support children with varying developmental milestones, including potty training.
- The childminder demonstrates a genuine passion for her work. She reflects on her practice, and identifies areas for development through research and reading to improve her teaching skills to the highest level. The childminder meets with other local childminders to share ideas and discuss her practice.

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:

- build stronger relationships with other settings children attend to provide greater continuity in their care and learning.

Setting details

Unique reference number	EY240174
Local authority	Leeds
Inspection number	10367790
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Bramhope, Leeds. She operates from 7.30am to 5.30pm, Monday to Wednesday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5 and provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Shirley Maynard

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder identified how she plans and implements her curriculum. The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- During the inspection, the inspector spoke to and interacted with the children.
- The inspector took account of the views of parents and sampled 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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