

Childminder report

Inspection date: 22 April 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

Children enjoy spending time in this warm and homely setting. They are frequently heard laughing and squealing in delight with the childminder who is kind, caring, and polite. She forms strong relationships with the children and does not shy away from giving them cuddles and reassurance during their play. This supports children's emotional well-being effectively. Overall, children's behaviour is good. When there are disagreements, the childminder responds swiftly. She models caring behaviour and shows children how to negotiate. Children learn to consider each other's feelings and to resolve problems.

The childminder provides children with varied activities that meets their individual ages and stages of development. Children of all ages enjoy joining in with creative activities. The youngest children use brushes and sponges to make marks with paint. This helps them to improve their coordination and strengthen the muscles in their hands. Older children enjoy mixing the paints to make different colours.

The childminder works hard to organise various outings for the children, such as to playgroups, parks and local attractions. These experiences help to raise children's awareness of other people and their surroundings. The childminder supervises children well. She talks to children about keeping safe. Children explain to visitors how to cross the road safely.

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

- The childminder supports children's communication and language. She speaks slowly and clearly, repeating words back to them so that they can hear how to pronounce words correctly. Children enjoy singing their favourite songs with the childminder. The childminder begins with singing the song first and then pausing for children to fill in the missing rhyme. This helps to develop children's language skills.
- The childminder gathers plenty of information from parents about activities their children do at home. For example, she finds out what children are doing during time off and during the holidays. The childminder uses this knowledge and her assessments of children's progress to plan for their learning. This helps children to make good progress in their learning.
- Children benefit from a wide range of activities and experiences. They spend a long time setting up a farm mat together, choosing different animals. They respond well to the childminder when she gently reminds them to include younger children in their play and to take turns. This supports children's understanding of sharing well.
- The childminder supports children who speak English as an additional language. She works in partnership with parents to find out key words in children's home

languages to aid communication. She ensures children hear and practise using English as they play. She names items in both English and home languages and has books which reflect both languages. This helps to ensure children who speak English as an additional language make good progress.

- Parents are complimentary about the childminder, the care she provides and the high-quality communication they receive. They comment on how their children look forward to attending and enjoy the many learning opportunities the childminder provides. Parents deeply value the care and support the childminder offers to the entire family. They acknowledge how this promotes children's learning and well-being.
- Children are beginning to understand routines and the structure of the day. They wash their hands before snack times and learn how to chop bananas safely and build their independence. However, sometimes, children are not encouraged to tidy after themselves before beginning new activities. This does not help them to learn to respect the resources available to them.
- The childminder engages well with children during all activities. Her abundance of enthusiasm supports children to remain focused and absorbed in their chosen play. However, she does not consistently provide opportunities for children to explore their ideas further. During activities, the childminder does not always pick up on children's cues and engage them in conversation to develop their knowledge further.
- The childminder she keeps up to date with her practice by completing regular training to maintain her continual professional development. This helps to ensure her knowledge and teaching practice is up to date.

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:

- encourage children to tidy up after themselves, so they learn how to respect resources which are available and develop their independence skills further
- consistently support children to explore their ideas further and provide opportunities for them to extend their knowledge and understanding during play.

Setting details

Unique reference number	EY280419
Local authority	Leeds
Inspection number	10335153
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	6 June 2018

Information about this early years setting

The childminder has been registered since 2004 and lives in Roundhay, Leeds. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector viewed written feedback from parents to gather their views.

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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