

Childminder report

Inspection date: 17 May 2022

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 are happy and settled in the childminder's warm and nurturing care. They form strong bonds with the childminder. They readily go to her for comfort and reassurance. They are regularly praised for being helpful and kind to each other. Older children benefit from time sharing books with the childminder when the younger children are sleeping. This supports children's emotional well-being.

Children thoroughly enjoy taking part in the wealth of activities the childminder plans, both indoors and outside. They have many opportunities to learn as they play with water, mud, and foam. Children giggle with delight as they jump around the room like bunnies, when joining in with familiar songs and rhymes. Children regularly visit places of interest, such as museums and parks. They often travel on public transport. This helps them to learn more about their local community.

Parents are very appreciative of the support the childminder provided to them during the COVID-19 pandemic. They welcome the advice the childminder gives them about their children's learning and development. They say that their children's time with the childminder helps them to be very well prepared for starting school.

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

- The childminder ensures that the children can develop their knowledge and skills in all areas of the curriculum. For example, she skilfully introduces mathematics and literacy as children plant sunflower seeds. Children develop their small-muscle skills as they scoop the compost and put it into pots. They learn about what plants need to help them grow as they look at a book together. They then carefully water their seeds and place them in the sunshine.
- There is an emphasis on supporting children to develop their speech and communication. The childminder asks the children lots of questions and introduces some new vocabulary as they play. At times, the youngest children would benefit from the childminder providing a commentary of what they are doing, to help them to hear even more new words. For example, in sensory play, she could include more description of the textures and smells the children are experiencing.
- Children make good progress from their starting points. This is because the childminder knows them very well. She can confidently explain where children are in their development and what she plans to do next to support their learning. She has a good understanding of how to support children's learning. She effectively models new skills, such as how to fill a container using a funnel. She shows children how to count accurately by pointing to items in turn.
- The childminder ensures the children can access a wide variety of resources. She

knows that the children particularly enjoy learning through messy play. However, at times, she introduces too many different activities in a short time. This does not give children time to develop their concentration or perseverance.

- The childminder understands the importance of helping children to become more independent. They know where to put their personal belongings when they arrive in the morning. They fetch their own bags when it is time for nappy change. The childminder helps younger children to pour their own water. Older children butter their own toast.
- Children's behaviour is extremely good. They receive lots of praise throughout the day. This promotes their self-esteem and builds their confidence. When it is time to tidy up, the children are very keen to join in. Older children willingly help the childminder to set the table at lunchtime. The childminder reminds children to use good manners. She acts as an excellent role model, treating children with respect and kindness.
- The childminder is a reflective practitioner. She ensures she keeps up to date with training. She regularly reviews the resources she has available. She is keen to identify ways she could improve her provision even more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of how to keep children safe. She can describe the signs that might indicate a child is at risk of being harmed. This includes an awareness of broader safeguarding issues, such as radicalisation and online safety. She knows how to make referrals should she have any concerns about children's safety. The childminder's home is safe and secure. She is extremely vigilant in her supervision of children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support children's speech and communication by introducing more vocabulary to younger children as they play
- give more opportunities for children to sustain concentration and perseverance in their play, by reducing the number of planned activities.

Setting details

Unique reference number	EY281288
Local authority	Leeds
Inspection number	10229493
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 9
Total number of places	6
Number of children on roll	16
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 2008 and lives in Rawdon, Leeds. She operates from 7.30am until 5.30pm, Monday to Friday, all year round except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector held several discussions with the childminder. She looked at relevant documentation.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector viewed areas of the childminder's home used for childminding and discussed the safety and suitability of the premises.

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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