

Childminder report

Inspection date: 19 March 2025

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 creates a wonderfully calm environment for the youngest children. She prioritises their personal, social and emotional development in the early days of their care. This helps children to develop strong trusting bonds with the childminder. They settle quickly and show that they feel safe and secure with her.

Children benefit from the healthy lifestyle promoted by the childminder. They have access to a well-planned outdoor area. This encourages children to explore, discover and enjoy their learning. Young children sleep peacefully on their walk through the park to the childminder's allotment. They are quickly soothed by the motion, birdsong and fresh air. They wake up refreshed and ready to play, or have their snack. Children develop a keen interest in the world around them.

The childminder focuses on the prime areas of learning. This helps children to learn the basic skills they need to develop further. For example, children quickly learn to use a cup and spoon. This is because they have practised those skills earlier when they were playing. They learn to babble happily with the childminder. They are proud of the praise they receive when they attempt a new word. This encourages their early language even further.

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

- The childminder creates an interesting curriculum based on children's individual learning needs and interests. She works closely with parents and makes astute observations of children to find out what they enjoy doing. For example, she notices that some children like to empty and fill containers. She goes on to provide a broad range of resources, with varying degrees of difficulty, for children to practise those physical skills. They are fully engrossed in their learning and concentrate very well.
- The childminder is well organised in everything that she does. She has recently had a period away from childminding. She has used this time to update all her required training. She has also undertaken a more in-depth course on child development. She talks enthusiastically about the training. She shows how this is already influencing her practice to benefit children's development.
- The childminder promotes children's good health. She keeps her home clean and hygienic for the youngest children attending. She also chooses resources that can be easily cleaned when children like to put things in their mouths. Children relish the fresh fruit at snack time, and they are reminded to take regular sips of water. They play, learn and rest happily because they are well nourished, and their brains hydrated.
- The childminder is attentive to detail in all matters concerning the children. She reads their behavioural communications very well. For example, she notices

immediately if they are becoming a little unsettled or beginning to show signs of tiredness. She times daily routines effectively. This promotes children's individual needs and maximises their learning and enjoyment.

- The childminder prepares children well for transitions during the day. This calm, insightful approach supports children to prepare for their walk out, or to say goodbye, with the minimum of upset. They quickly settle to sleep and wave goodbye. They show they feel safe and secure as their daily routines change.
- The childminder promotes a love of books, stories and rhymes. Babies often help themselves to a book. They are fascinated by how the shiny pages move and they enjoy the pictures of familiar animals. Conversation is at the heart of the childminder's day. She chats to children as they play. She makes sure that babies can see her face as she encourages them to repeat new words. Babies confidently join in with the back and forth of conversation. They know that their contribution is valued. However, the childminder does not always consider what sounds a baby might need to practise before being able to master a new word.

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:

- give even more consideration to the sounds that children need to practise, and have fun with, before they can say words.

Setting details

Unique reference number	EY292534
Local authority	Leeds
Inspection number	10308162
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 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2004 and lives in the Alwoodley area of Leeds. She currently works Tuesday and Wednesday from 8am to 5pm. However, this is likely to change in time. The childminder does not work bank holidays or family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector
Pat Edmond

Inspection activities

- The inspector saw all areas of the premises that are used for childminding.
- The inspector observed the quality of care and teaching. They assessed the impact this has on children's learning, development and welfare.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks and information about the children.
- Parents emailed the inspector with their views about the quality of childcare and education provided. The inspector read various written testimonials and took their views into account.

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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