

Childminder report

Inspection date: 16 January 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

Children are happy with the childminder and have built strong relationships with her. As a result, children feel safe and secure. Children confidently navigate the playroom and select their favourite toys. The childminder supports children's communication and language effectively. She uses a range of props to bring stories to life. For example, children enjoy going in to the garden to look for the hungry caterpillar. This supports children's early enjoyment of books and stories. The childminder embeds mathematics into stories. For example, they work together to find several bugs hidden on the page. This supports children's early counting skills.

The childminder supports children to tidy away resources and toys. She encourages children to work as a team to get the job done quickly before they move on. Children are well behaved and learn to respect the toys. The childminder provides gentle reminders to reinforce the rules and boundaries. For example, she reminds children to walk inside so they do not fall over and hurt themselves.

The childminder plans a range of activities and supports children in their play. She has a clear understanding of child development. The childminder uses this knowledge to support children's next steps in learning. Children learn new skills and make good progress throughout their time with the childminder.

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

- The childminder supports children to share and take turns with toys. She uses effective strategies to promote positive behaviour. For example, she reminds children to use 'kind hands' while they are playing. The childminder deals promptly with any difficulties children have with taking turns. This supports children to have respect for one another.
- The childminder completes statutory assessments, such as the progress check at age two. This ensures children meet expected developmental milestones and helps to identify gaps in children's development. The childminder knows the children well. She plans a range of activities and play opportunities. At times, focused activities are not well organised and the childminder is not responsive to children's interest throughout the activity. This means that on occasion, planned activities do not meet the desired learning outcomes and some children become restless and disengaged.
- With the childminder's support, children learn independence and self-care skills. The childminder is respectful of younger children's personal care needs. She asks their permission before wiping their nose. Older children do this independently and put their rubbish in the bin. The childminder gently reminds children to use soap when washing their hands and explains why. This supports children's understanding of good hygiene practices.

- The childminder explains how to keep safe in the home. For example, she explains knives are sharp and teaches children how to carry stools safely. Children enjoy cutting their own snack using child-safe knives. The childminder teaches children what to do in case of an emergency. She has rules and boundaries in place to keep children safe when outside the home. For example, children must hold on to the car while the childminder is getting younger children out.
- Parents are happy with the care and education their children receive. They comment on how quickly their child has settled with the childminder. They feel their child is safe and happy. The childminder provides parents with updates throughout the day on what the child has been doing and any development milestones they may have achieved.
- The childminder supports children when they first start. She works with parents to find out what children can already do and builds on this. The childminder offers a settling-in period to ensure children feel comfortable with her before parents leave them for the first time. The childminder encourages parents to share information other settings. This helps the childminder to effectively plan learning opportunities in partnership with other settings.
- The childminder supports children's understanding of the community. They attend local singing groups and go on trips and outings. She also supports children's understanding of other cultures and a range of celebrations. The childminder works closely with other childminders to support children's social skills. She has completed a range of online courses to ensure her knowledge remains 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:

- enhance the organisation of planned activities and adapt activities to ensure they capture all children's interest, to encourage children to become highly engaged in their learning.

Setting details

Unique reference number	EY292609
Local authority	Leeds
Inspection number	10372621
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 April 2019

Information about this early years setting

The childminder registered in 2004 and lives in Chapel Allerton, Leeds. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed feedback from parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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