

Childminder report

Inspection date: 12 February 2020

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 building good friendships with other children. They regularly seek out their peers to join in activities together. They are learning to share, be kind to each other and use manners. At snack time they pass their friend a slice of apple, saying 'here you go', and are thanked by their friend. Children listen to instructions well and learn about safety. They are keen to help the childminder tidy up as she explains they may trip on the toys that are on the floor.

Toys are age-appropriate and interesting for the children. Activities and resources are easy to reach. Children independently access these throughout the day, for example as they get out the dolls' clothes. Children are learning to persevere, even when tasks are difficult. For example, they keep trying to put a cardigan on one of the dolls even when it is very tricky. When it becomes too difficult, the childminder supports them to get one arm through. Children manage to get the next arm in and fasten up the buttons by themselves. They show pride in their achievements, saying 'I have done it'.

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

- The childminder is well organised and has a good understanding of the requirements of the early years foundation stage. She regularly reviews her practice and thinks about what is done well and things she would like to improve. She completes regular training that has a positive impact on the children attending, such as workshops in reading.
- The childminder works well with the parents of the children she cares for. When new children start attending, they receive a home visit or settling-in sessions at the childminder's house. The childminder uses toys and activities they are interested in to encourage them to play. This helps children to become familiar with the childminder and their new surroundings. The childminder talks to parents about what their children know and can do. She uses this information so that she has an accurate understanding of children's development and can plan what she needs to teach them next.
- Children are provided with a healthy diet and enjoy eating fruit for their snack. They learn to follow good personal hygiene routines as they wash their hands before eating. However, the childminder does not consistently support children to develop their understanding of the reasons for good hygiene routines or the importance of a balanced diet.
- The childminder follows children's interests and uses these to provide enjoyable activities. She has a good range of resources which promote children's imagination. For example, when children find some blue net material, the childminder picks up on their interest well. She gets out lots more net material of different colours. She encourages children to move in a variety of ways as

they move their arms up and down, round and round. She promotes their imagination as they pretend that they are trees on a windy day and that each bit of material is a leaf.

- Children are developing their small-muscle control well. They use a range of tools competently, such as rollers and cutters as they make different shapes in the play dough. Children are beginning to concentrate for long periods as they use the dough to make a birthday cake. They show good coordination as they pick up matchsticks and put these in their cake, pretending they are candles.
- The childminder models counting well. However, she does not always give children time to have a go themselves, to build their confidence in counting and enhance their mathematical development.
- Children enjoy stories and are developing a love of books. The childminder ensures that stories are read to children in a way that involves and excites them. Children snuggle up on the sofa and the childminder uses the puppet in the book well to bring the story to life. Children show good imagination as they stroke the puppet and then hide under the blanket as they pretend they are being chased by the big bad dog in the story. The childminder asks children effective questions about what is happening in the story to develop their thinking.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of a wide range of safeguarding issues and current legislation. She completes regular training to keep her knowledge up to date and this helps keep children safe in her care. She understands how to implement her safeguarding policy so that the correct procedures are followed in the event of any concerns about children. The childminder has a good knowledge of the signs of abuse that children may display. She understands how to act and which agencies she would report safeguarding issues to so that children get the support they need.

What does the setting need to do to improve?

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

- enhance planning for children's mathematical development so they have more opportunities to practise counting
- strengthen opportunities for children to learn about health and self-care so that they build a good understanding of the reasons behind healthy practices and the benefits of a healthy diet.

Setting details

Unique reference number	EY308077
Local authority	Leeds
Inspection number	10064278
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	14 October 2015

Information about this early years setting

The childminder registered in 2005 and lives in Leeds. She operates all year round from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Duncan Gill

Inspection activities

- The inspector observed the interactions between the childminder and the children during their play.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector discussed how the provider plans the curriculum to support children's learning.
- The inspector checked the safety of the premises. He looked at relevant documentation that the childminder uses to ensure the safety and welfare of the children.

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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