

Childminder report

Inspection date: 5 February 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 experienced childminder provides a safe and homely environment. Children settle quickly and develop secure bonds in the nurturing care of the childminder and they seek reassurance when needed. The childminder knows children well and provides activities based on their interests. As children play, the childminder plays alongside them. She gives a narrative to their play to support their language and communication skills. The childminder offers ideas for extending activities. This supports children to make good progress in their learning and development.

The childminder provides a variety of books for children to share and which they can independently select from the bookshelf. The childminder identifies children who learn well through playing with cause-and-effect resources. For example, children learn that when they press buttons, toys make sounds and lights flash. This encourages their curiosity in their play. Children enjoy singing songs with the childminder, who enthusiastically joins in with their song choices.

Children strengthen their small muscles through playing with puzzles, building with bricks and using art and craft materials. They persevere when they face a challenge. For example, they try to catch butterflies as they fly out of a tube during a group game. Children show pride in their achievements, and they are valued by the childminder. Children go on regular outings and play with the vast range of play and learning opportunities in the childminder's garden. Children learn about the world around them in the local community and when they visit the local forest school.

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

- The childminder has a good understanding of child development. Through her knowledge and experience she prepares children for their next stage in education. The childminder knows the children well and provides activities to keep them engaged in their learning. She plans purposeful activities, which children can revisit. This gives them the opportunity to practise and consolidate their skills.
- Through partnership with parents and assessment when children join the setting, the childminder identifies their starting points. If there are gaps in children's learning, the childminder plans precise activities to close these and ensure children make the progress they are capable of. The childminder completes the progress check for children between the ages of two and three, which identifies what children know and can do and what they need to learn next.
- The childminder has high expectations of children's behaviour. She promotes good manners and positive behaviour, offering praise and encouragement. There

are clear boundaries in place and, as a result, children's behaviour is good. Children share and take turns with toys, playing happily alongside each other.

- Children follow good hygiene practices as they regularly wash their hands and learn the importance of oral hygiene. The childminder ensures children have healthy snacks and drink fresh water throughout the day. Parents provide healthy packed lunch options for their children. The childminder grows fruit and vegetables with children, which they help to harvest and cook. This supports their developing understanding of a healthy lifestyle.
- The childminder promotes children's mathematical development. During play, children look at and name shapes, for example square and circle. They count the number of bricks they have lined up and compare their sizes. Children can confidently identify big and little bricks. Ongoing support from the childminder builds on and extends children's existing knowledge.
- Overall, the childminder prompts children to think for themselves. For example, during play, she asks them to name colours, count and she often uses open-ended questions. However, when children ask the childminder questions, such as 'What's that?', she immediately gives them the answer. She does not consistently use further questions to encourage and develop deeper thinking to support children's own problem-solving skills.
- Parents speak extremely positively about the childminder and say she is always welcoming and very well organised. Toys and activities are rotated so there is something new every day. Parents are kept up to date about their child's development through photographs and daily conversations. Parents say they would highly recommend the childminder, she is dedicated to providing the best care to children.
- The childminder ensures that she keeps her knowledge up to date. She accesses learning from the local authority and also from other childminders, who organise training enabling colleagues to share their knowledge and support each other. The childminder reflects on and adapts her practice to meet the needs of children in her care.

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:

- develop ways to extend children's thinking when they ask questions to challenge their development and enhance their problem-solving abilities.

Setting details

Unique reference number	EY336800
Local authority	Leeds
Inspection number	10371650
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 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	31 May 2019

Information about this early years setting

The childminder registered in 2006. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The childminder and inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The children spoke to and communicated with the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.
- The inspector took account of the views of the parents through their letters of support.
- The inspector observed the quality of education being provided and assessed the impact this has on the children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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