

Childminder report

Inspection date: 2 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and secure in the setting. They form strong bonds with the childminder and with each other. The childminder knows the children in her care very well. She changes routines to meet children's individual needs. For example, the childminder adapts dropping-off or collection procedures to support children to settle in or adjust to change.

Care routines and practices are sensitive and have a positive impact on children's confidence and emotional well-being. The childminder shows respect and consideration when asking children if they are ready to go to the toilet, or ready to have their nappy changed.

Children have access to a wide range of experiences and resources, indoors and outdoors, which support all areas of learning. They demonstrate a positive attitude to their learning and are keen to join in and participate in the activities available.

The childminder has high expectations for children's behaviour and conduct. As a result, children are well behaved. They show kindness and consideration for their friends when helping them to find hidden items in the garden. Children love to help care for the family pets and get very excited about feeding the rabbits and also feeding treats to the dog.

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

- The childminder's interaction with children is of high quality. She supports their language and communication well throughout the daily routine. For example, children participate in lots of talking, questioning and singing activities, including singing while washing hands. The childminder also promotes children's independence when encouraging them to dress themselves for outdoor play.
- The childminder ensures that she consistently promotes children's health. Children are provided with healthy choices for snacks and meals and have regular access to outdoor physical play. They learn about good hygiene routines and keeping themselves safe. For example, they pick up toys from the floor to prevent trips when going in and out of the house to the garden. Children also learn about what the different colours in a traffic light system mean.
- The childminder is attentive to children's needs and is fully aware of their attention spans. She ensures that there are various interesting learning opportunities available for children to choose from. Children sustain high levels of concentration when building train tracks. They discuss the differences between the wooden and the plastic tracks and how they fit together.
- Children are making good progress in all areas of learning and development. The childminder makes sure that she carefully plans activities for children. However,

when different age groups of children are being cared for together, activities are not consistently adapted so that younger children can also participate.

- Children are deeply engaged in their work and play. The childminder is skilled at following children's leads and extending their interests and learning. For example, after using binocular-type tubes to find different-coloured items in the garden, children decide they would like to make their own 'binoculars'. The childminder ensures that they have the resources available to do this.
- Children show creativity in designing and making their own items. They also demonstrate a sense of pride and accomplishment when they complete craft objects. This helps to promote children's confidence and self-esteem.
- Children use books well and enjoy story times with the childminder. She involves them in the story by asking questions to support their understanding and develop their vocabulary. Children also learn to recognise and name feelings with the use of stories and characters.
- The childminder has a positive attitude towards continuous professional development and has attended training since the last inspection. She also seeks parents' and children's views about the provision and their ideas for any future development.
- Partnerships with parents are good. Parents provide comprehensive and very positive written feedback about the provision. They particularly like the 'homely' setting and the variety of activities and outings for children. Parents also comment on the close relationships and state that their children are happy in the childminder's care. The childminder keeps parents fully informed about their children's development and progress on a regular basis.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the protection of children's physical and emotional well-being is paramount. She demonstrates that she is able to identify signs of possible abuse and neglect and would act appropriately to safeguard children's welfare. The childminder has a good understanding of how to keep children safe and of the procedures to follow if she has concerns. She completes appropriate risk assessments for the premises and outings. These, along with her vigilance, ensure children's safety and well-being at all times.

What does the setting need to do to improve?

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

- ensure that daily planning and activities are adapted, when needed, to fully include the younger children.

Setting details

Unique reference number	EY343689
Local authority	Leeds
Inspection number	10117411
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 7
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 2006 and lives in Pudsey, Leeds. She operates during school term time from 7.30am to 5.30pm, Monday to Thursday. During the school holidays, the childminder operates from 7.30am to 5.30pm, Monday to Wednesday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and the childminder throughout the inspection.
- A joint observation of an activity was undertaken with the childminder.
- Discussions were held with the childminder, and the inspector looked at relevant documentation, including policies and procedures, children's learning information and evidence of the suitability of household members.
- The inspector obtained written feedback from parents and took account of their views.

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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