

Childminder report

Inspection date: 1 February 2023

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 calm and reassured in the childminder's relaxed home. They enjoy role playing with a tea party and pretend to feed the small-world people. The childminder talks to children about the characters and the food and drink available. Children pour 'tea' for each other, and the childminder talks about it being 'hot'. The childminder reads stories to the children, who listen well and look at the pictures. Children enjoy pointing out body parts such as 'knees' when reading the story 'Head, Shoulders, Knees and Toes'. In the background, nursery rhymes play and children listen to the songs.

Children enjoy being creative with paint and crayons. They colour in masks and ask for the dinosaur mask and pink crayon. The childminder talks about leaves being 'green in summer', as the children paint trees. Children paint ladybirds and say 'they flew away'. This demonstrates recall of when they had seen them in the garden.

The childminder encourages children outside while they talk about the hedgehog they have seen. Children feel reassured by the childminder as they take her hand to show her the tractor they want to play with. They smile as the childminder pushes them around the garden.

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

- The childminder knows the children well. She has a good understanding of their starting points and where she would like them to progress to. She is knowledgeable about their areas of development. The childminder knows how to support improvement in these areas. Parents are included in this process, as they share their experience of their child. The childminder shares assessments and progress with parents.
- The childminder offers a range of activities for the children. They have opportunities to role play, paint and enjoy outdoor play. These enable the development of children's fine and gross motor skills.
- The childminder talks as children play, sharing language and new words. This builds their vocabulary, such as when the childminder uses words including 'delicious'. Children progress with their communication and language development.
- Children enjoy listening to stories that the childminder reads. They spend time pointing out body parts mentioned in the story. However, the childminder has not fully explored ways she can work with parents to extend children's language development at home, in particular by helping children to develop a love of stories.
- Children are well behaved at the childminder's home. They listen and interact

with the childminder in their own way. She is responsive to their needs and this makes children feel safe and secure.

- Children develop their independence skills as they chop their own snack. The childminder is supportive and encouraging during this task. This is developed further as children are given choices such as which mask they would like to colour.
- The childminder is aware of the importance of sharing cultures and festivals. She helps children understand that they are unique and explores diversity in the wider world. For example, they explore pictures of people wearing glasses. The childminder enjoys baking food from different cultures with the children.
- The childminder links with local community groups, such as playgroups. Children have the opportunity to socialise with others. They enjoy walks in the local woods and being at the local park to feed the ducks. Children enjoy being outside in the childminder's garden and hearing the wind in their ears. However, the childminder does not always make the most of opportunities to challenge children and allow them to take risks as they play. For example, instead of allowing children to challenge themselves and climb up onto the tractor, the childminder picks them up and lifts them on.
- Children are happy spending time with the childminder and enjoy the activities. They feel confident to let the childminder know when they want to change the activity. Children share with the childminder when they want to do something different. The childminder is nurturing and responds to their interactions. This supports their personal and emotional needs well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about safeguarding concerns. She knows what to do if concerns become evident. The childminder knows who to contact for further advice and support. She has a list of phone numbers and emails that she can refer to quickly in the case of any concern. The childminder ensures that children are kept safe while in her care and all doors are locked. She does not have visitors to the home while she is caring for children. This is to ensure the safety of children and their emotional well-being.

What does the setting need to do to improve?

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

- develop the good links with parents to support children's learning at home, especially in developing a love of stories
- provide a wider range of opportunities for children to experience risk and challenge as they play.

Setting details

Unique reference number	EY348634
Local authority	Leeds
Inspection number	10264550
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	19 June 2017

Information about this early years setting

The childminder registered in 2007 and lives in the Oakwood area of Leeds, West Yorkshire. She operates all year round, from 9am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Laurafay Muranka

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they use the space for learning.
- 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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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