

Childminder report

Inspection date: 10 January 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder works hard to ensure that children are happy and settled at this setting. Children are able to attend settling-in sessions before they start. The childminder uses this time to get to know children and their families. Parents complete forms about children's interests, so that the childminder can ensure that the resources they enjoy are available to them. This helps children to settle quickly in her care. The childminder finds out about children's current stage of development to help her plan for their next steps in learning from the start.

There are a variety of activities on offer for children. They have free access to choose from a wide range of resources. Children follow their interests, which helps to extend their learning. For example, toddlers choose books that are their favourites. The childminder reads to children and encourages them to imitate animals that they see in the book. Older children jump and chatter like monkeys. Younger children replicate these actions and smile. Pre-school aged children work on skills that will enable them to progress on to school. For example, they are independent in their toileting and understand good hygiene practices. Older children can explain why it is important to wash their hands to remove 'germs.'

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

- The childminder works closely with the nursery which she provides wraparound care for. She follows their themes, which helps to provide a continuation of children's learning. The childminder's curriculum is well-planned and sequenced. She has a clear understanding of children's stage of development and what they need to learn next. The childminder can explain how the activities which she provides will build on their current skills and ensure that they make progress.
- The childminder asks open-ended questions when children are exploring. For example, when children try to fit toy animals into a small bus she asks, 'How can we make them fit?' This challenges children to think of ideas to problem solve and promotes their language development. However, the childminder does not consistently give children the correct vocabulary to extend their language. For example, during a mathematics activity, the childminder focused on developing children's knowledge of shapes but did not always label them accurately.
- The childminder has a consistent approach to managing children's behaviour. Overall, children are supported to look after the resources. The childminder explains why this is important to them. However, the childminder does not further promote children's respect for activities and resources. For example, she does not consistently encourage children to tidy their own toys away.
- The childminder takes children into the local area regularly. She attends play centres so that younger children can develop their climbing skills. Children take a steam train to a park. They gain knowledge of different modes of transport. The

childminder has an annual pass for the local zoo, where children can develop their understanding of different types of animals and the world around them. The childminder gives children experiences which they may not otherwise have.

- Parent partnerships are strong at this setting. The childminder regularly requests feedback from parents, including any suggestions to improve her service. Parents comment that they appreciate the support which they are given to continue their children's learning at home. Parents particularly comment their children have developed 'independence' and an understanding of 'road safety.'
- The childminder regularly evaluates her own practice. She works alongside a network of other childminders, and shares ideas and ways to enhance practice. The childminder completes additional training and uses this to develop her own skills. For example, after completing training on speech and language, she understands the importance of not correcting mispronunciations, but repeating and pronouncing language clearly and accurately back to children. This ensures that children's confidence is not reduced when learning to talk.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe at this setting. The space where the childminder cares for children is only accessible through a locked gate. The childminder regularly risk assesses her home and the local places, which she attends with children. She has a good understanding of the indicators of different types of abuse. The childminder can explain her procedure for dealing with a concern she may have around a child's safety and knows how to record these concerns accurately. She knows who to contact if she has a concern about another professional that works with children.

What does the setting need to do to improve?

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

- develop children's vocabulary further, by introducing the correct language when describing objects
- build on teaching children respect for resources, for example by encouraging all children to tidy away when they are finished.

Setting details

Unique reference number	EY374687
Local authority	Leeds
Inspection number	10265146
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 9
Total number of places	3
Number of children on roll	8
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2008 and is based in Wortley, Leeds. She operates all year round, from 7am to 5pm, Monday to Wednesday, except for family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Abby Clarkson

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.

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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