

Childminder report

Inspection date: 24 March 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

Children are happy and settled in the childminder's care. They make choices about their play and have free access to a variety of resources which are stored at their level. For example, children become absorbed in imaginative play. They make cups of tea in the role-play kitchen and explore small-world figures. Children enjoy opportunities to play outdoors in the childminder's garden. They eagerly pretend to 'stomp' dinosaurs in water to make a splash, and roll cars down ramps. The childminder successfully supports children's thinking skills. For example, she asks children questions which gives them time to think and respond. Children are supported to develop their early writing skills. They access a range of different resources to draw and make marks.

Children are familiar with the daily routine and develop good levels of independence. Children are encouraged to help to tidy away. They find their footwear in preparation for going outdoors. Children learn to put their coats and shoes on and learn to use the toilet independently. Children readily go to the childminder for cuddles and reassurance. Children are well behaved and understand the simple rules and routines which help to keep everyone safe. For example, they carefully navigate their way down the steps in the childminder's garden. Where children require extra support, this is promptly supplied by the childminder.

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

- The childminder shares information with parents in a range of ways. She gives detailed information verbally at collection time and also sends them photographs of children's learning. Parents comment that the childminder is professional, trustworthy and approachable. They appreciate how reliable the childminder is and would recommend her to other families.
- The childminder provides children with an ambitious and engaging curriculum based on their individual interests. She tailors her interactions to build on what children already know and can do. The childminder takes children on purposeful outings. For example, children loan books from the local library. They visit parks and gardens, where they learn about wildlife, such as birds. Children benefit from trips to farms and attend playgroups and dance classes, where they socialise in larger groups. This helps to prepare children for their future move to school.
- The childminder is ambitious and is keen to continue improving her professional development. She keeps her knowledge up to date through attending training and regularly meets with other childcare professionals. The childminder uses knowledge gained from training to influence her practice. For instance, recent training has improved her knowledge of how to successfully support children

with special educational needs and/or disabilities.

- The childminder has effective strategies in place to support children who speak English as an additional language. She gathers key words in their home language and incorporates their culture into her curriculum. This helps to ensure the best outcomes for all children.
- The childminder implements routines to promote children's good health and safety well, overall. For example, she teaches children road safety skills. The childminder understands how to promote healthy eating and prepares nutritious snacks and meals for children. However, on occasion, she does not make the most of mealtime routines to give clear and consistent messages to children about their food choices.
- The childminder supports children's communication and language skills effectively. She asks questions and speaks clearly and slowly to help children's understanding. The childminder uses books and stories to further support children's vocabulary skills. She repeats words, such as 'badger' when young children show an interest in the pictures. Children develop a love of books.
- Overall, the childminder provides well-timed and sensitive interactions to extend children's learning. For example, she encourages children to count and recognise numbers on a clock. This helps to support children's mathematical development. However, there are times when children show curiosity as they play, and the childminder does not extend their knowledge as she works alongside them.

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:

- make the most of everyday routines to give clear and consistent messages to children about their food choices
- extend learning opportunities for children as they engage in activities they enjoy, to help them to make the best possible progress.

Setting details

Unique reference number	EY376296
Local authority	Leeds
Inspection number	10372484
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 April 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Calverley area of Leeds. She operates term time only, from 7.30am to 5.30pm on Monday and Wednesday and from 7.30am to 9.10am and from 11.05am to 5.30pm on Tuesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The inspector observed an activity and evaluated this with the childminder.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.

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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