

Childminder report

Inspection date: 15 January 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 arrive happy and confidently separate from their parents. Children have formed a good relationship with the childminder. They demonstrate they feel comfortable and safe with her. They enjoy sitting on her knee to read a story or to complete an activity. The childminder reads stories with enthusiasm and takes time to point out what is happening in the pictures. This supports children's early enjoyment of books and reading.

The childminder supports children's learning through a range of planned activities and spontaneous play. The childminder ensures that there is a focus on teaching mathematics throughout the day. She supports children's understanding of early mathematical concepts, such as colour and shape. The childminder uses a range of language to support this. For example, when children are building a tower, she uses language such as 'tall'. The childminder explains that half a circle is called a 'semicircle'. This helps to support children's early mathematical skills.

Children are well behaved and become engaged in their play. The childminder supports children to share and take turns with the toys. She reminds them of her expectations when they find this difficult. The childminder helps children to become more independent and develop self-care skills. She supports them to wash their hands independently before meals and snacks.

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

- The childminder has a clear understanding of what she wants children to learn. She then directs and supports children's play to teach them. The childminder works with parents when children first start to determine what they already know and can do. She then builds on these existing skills and knowledge. The childminder shares statutory assessments with parents, such as the two-year progress check. This helps to keep parents informed of their child's development.
- The childminder supports children's communication and language by providing children with the correct words. For example, the childminder models the word 'cow' when children refer to animals by the sounds they make. However, this approach is inconsistent. The childminder often adds on unnecessary endings to some words such as 'doggy' and 'handies'. This does not consistently teach children the correct pronunciation of some words.
- The childminder has high expectations of children's learning and ensures that she is supporting children in all areas of learning. The childminder has a good understanding of child development. She is aware of what she would do if she had a concern about a child's development and how to seek further support. This ensures that children receive specialist support when required, to ensure

that they make progress.

- The childminder provides appropriate challenge for children. She extends activities to support children's development even further. For example, when children can match colours in a game, she increases the difficulty and challenges them to match the shapes. Occasionally, the childminder does not provide children with enough time to think through and answer questions before she provides them with the answer or asks a further question.
- The childminder works well in partnership with parents. Parents are kept well informed about what their children are doing and how well they are developing. Parents acknowledge the childminder's friendly and approachable manner. They recognise the good progress their children make.
- The childminder seeks out a range of opportunities through online courses to ensure her knowledge remains up to date. The childminder evaluates her practice and seeks feedback from parents. The childminder has a good relationship with local schools. This helps with children's transitions and those who attend both the childminder and local settings.
- The childminder takes children out within the local community. She has a good understanding and how to keep children safe while outside of the home. The childminder supports children to understand what makes them unique. She teaches them about a range of celebrations and festivals, such as Diwali and Chinese New Year. This gives children an understanding of the world around 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:

- ensure that words are consistently modelled correctly to teach children the correct pronunciation
- adapt teaching to provide children with sufficient time to think and answer questions independently.

Setting details

Unique reference number	EY381509
Local authority	Leeds
Inspection number	10363963
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Whinmoor area of Leeds, West Yorkshire. The childminder operates all year round, from 7.30am until 5pm, Monday to Thursday, and from 7.30am until 9am on Fridays, except for bank holidays and family holidays.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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