

Childminder report

Inspection date: 11 November 2024

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 make good progress at this caring childminding setting. The childminder designs a curriculum that builds on children's previous knowledge and understanding. The learning environment is very safe and well organised, and takes account of the children's current interests. Children are confident to find the things they need. They demonstrate an understanding of responsibility as they tidy away their things when they have finished with them.

The childminder acts as a good role model to the children. Children receive lots of praise and encouragement for their achievements. These positive interactions and the childminder's kind and caring nature are reflected by the children in their attitudes to each other. For example, children are keen to share their toys and help their friends. They willingly support their friends to find their coats and shoes before they play outside.

The childminder has high expectations of the children and what they can achieve during their time at the setting. She carefully plans activities and experiences that will support children to build upon her accurate assessments of their existing skills. The childminder's robust settling-in process means children develop very secure bonds with her. Children regularly seek her out for comfort and are consistently keen to show her what they are enjoying at the setting.

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

- The childminder plans various activities to help children develop their small and large muscles. For example, children have access to a wide range of apparatus in the childminder's garden and visit play areas at the local park. The childminder also plans numerous activities to help children develop their small hand muscles. For example, children fill containers with lentils and paint with water onto chalk boards.
- The childminder understands how to support children's language development through a range of activities and her interactions. For example, children enjoy listening to stories and participating in conversations and singing activities. However, the childminder does not utilise questioning techniques to support and deepen children's knowledge and understanding.
- The childminder provides a varied menu of nutritious home-cooked meals and healthy snacks. Children thoroughly enjoy the social aspect of their snack and mealtime routines. They confidently sit down together and enjoy trying and eating a wide range of fruit and vegetables. Children also learn about how to keep their teeth clean through activities and conversations. This work supports children to develop positive attitudes to their health and nutrition.
- The childminder encourages children to be independent in the setting. Young

children confidently eat their meals with cutlery. Two-year-olds demonstrate determination as they pull up their zips and put on their shoes. Children wash and dry their hands and successfully wipe their faces after lunch. These skills will help children move smoothly to school and other settings.

- The childminder has improved how she shares information with the other settings that children attend. For example, she has accompanied children to settling-in visits at a local setting and regularly finds out what the children are learning in their other settings so she can continue this. This continuity of care supports children to secure their learning and helps them to make good progress overall.
- The childminder exchanges lots of information with parents at handover times and regularly shares digital updates about the children's progress and development. However, she has not yet developed further ways to support parents to continue what children have learned in the setting when at home. This means parents are not fully involved in supporting children's learning outside the setting.
- The childminder encourages children to develop a love of reading. Books are readily available and easily accessible to children. Babies purposely turn pages and enjoy studying illustrations in familiar books. Older children listen intently to stories, demonstrating high levels of engagement and focus.
- Parents are very happy with the service and comment on how supportive the childminder is. They appreciate her personalised settling-in process and report that their children flourish in her setting.

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:

- Develop varying questioning techniques to use when joining children at play to enhance their learning further
- share more information with parents to support children's development further at home.

Setting details

Unique reference number	EY387494
Local authority	Leeds
Inspection number	10364200
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	3
Number of children on roll	7
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Swinnow area of Leeds. The childminder operates from 8am until 5.30pm, Monday to Wednesday, during term time, except for bank holidays and family holidays.

Information about this inspection

Inspector

Clare Bligh

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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