

Childminder report

Inspection date: 19 October 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are confident and safe in the home-from-home setting the childminder provides. As they play, they use their imagination to bake pies. They put an oven glove on to keep them safe. The childminder praises them and reminds them that the oven is hot to touch. Children enjoy talking with the childminder about their family. They draw pictures of their family and talk about what they have drawn. Children excitedly look through different bags of resources the childminder prepares. They enjoy the challenge as they practise using their physical skills by using tongs to carefully pick up pom-poms. Children respond well to the childminder and follow instructions. They happily tidy up and help to prepare the table for lunchtime. The childminder has high expectations for all children. She carefully observes children and plans activities that will help them to get to the next stage in their learning. This means that children make good progress from their starting points.

The childminder has adapted her procedures for sharing information with parents during the COVID-19 pandemic. This includes communicating with parents through technology rather than using paper diaries. Parents explain how positive this has been and how it helps them to know more about what their child is learning at the setting.

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

- Children are engaged in their learning. The childminder develops children's learning by knowing what they know now and what they need to learn next. For example, the childminder challenges older children to solve problems as they build towers. They add towers and take them away. This helps children to develop their early mathematics skills.
- Children behave well. They follow instructions and listen to the childminder. Children show that they are beginning to understand how they feel. For example, they tell the childminder that their legs are tired. However, the childminder does not build on children's understanding to extend their knowledge of how others feel.
- Children enjoy books and stories. The childminder reminds them of the 'Gruffalo crumble' as the children use their imagination to make crocodile pie. During story time, children use props as they act out what is happening. The childminder asks questions to help children to think about and remember what happens next in the story.
- The childminder knows the children and their families well. Parents speak highly about the childminder and the nurturing learning environment she provides.
- The childminder understands the importance of children's communication and language development. She pronounces words correctly to children and

encourages them to practise saying new words as they learn them. This helps children to learn the correct pronunciation of words. The childminder identifies when children need extra support to help them to develop their speech and language skills. Parents comment on activities the childminder provides which have helped them at home.

- Children are confident and capable. They are eager to show the childminder what they have drawn and the numbers they have matched. The childminder gives positive praise to help to build their confidence even further.
- The childminder provides a range of balanced meals. Children enjoy using the safety cutter to cut their own apple for snack. The childminder talks to the children about healthy and unhealthy foods. Children remember when they need to brush their teeth and know what foods might harm their teeth.
- The childminder has identified training which helps her to improve the quality of education for the children. She explains how she makes plans for each week of what she needs to update. She identifies the training she needs so that it is relevant to the needs of the children in the setting. This helps the childminder to feel more confident in her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She keeps up to date with safeguarding information and training. She knows what to do in the event an allegation is made against her or a household member. The childminder has carried out a range of reading and research on wider safeguarding issues. She explains the signs that may suggest that a child is at risk of harm. Children know how to keep themselves safe. For example, they talk to the childminder about their safety on the stairs.

What does the setting need to do to improve?

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

- build on children's emerging understanding of the needs and feelings of others.

Setting details

Unique reference number	EY404613
Local authority	Leeds
Inspection number	10129841
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 5
Total number of places	3
Number of children on roll	3
Date of previous inspection	18 October 2019

Information about this early years setting

The childminder registered in 2009 and lives in Middleton, Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places.

Information about this inspection

Inspector

Katherine Lakes

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact it has 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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