

Childminder report

Inspection date: 14 December 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	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 welcoming and nurturing home. The childminder provides settling-in visits based on individual children's needs. She talks to parents about what their children can do and their development. This helps her to plan what she wants children to learn while they are with her. The childminder has a lovely calm attitude with children. Children develop close relationships with her. They show that they are emotionally secure as they happily accept cuddles from the childminder.

The childminder helps children to understand right from wrong. She gives them guidance about the boundaries in her home. The childminder boosts children's self-esteem through offering enthusiastic praise. Babies and young children sleep peacefully. The childminder regularly checks on them to ensure that they are safe and well.

The childminder supports learning well as she plays and interacts with the children. She plans and provides a varied curriculum. This helps children to build on their skills for the future. For example, as part of preparation for school, children learn to put on their own shoes and fasten their own coats. Children's independence skills are well supported as they make choices about what they want to play with.

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

- The childminder knows the children in her care well. She is aware of their interests and understands how to plan and provide activities around these to support their learning and development. For instance, babies enjoy developing their physical skills as they pull on concertina tubes.
- The childminder assesses children to ensure she knows when a child may need more help. She works in partnership with parents if she has any concerns about a child's development. She helps them to seek advice and gain help from other agencies. This helps all children, including children with special educational needs and/or disabilities, to make progress.
- The childminder supports children's language development. She sings and reads to them. She talks to children as they play and offers clear explanations to help their understanding. Early communication develops as young children babble to her and use gestures.
- Children have daily opportunities to develop their physical abilities in the fresh air. The childminder takes children out for walks to the local park, where they learn about the swans and ducks. They learn how to keep themselves safe, such as not to run by the water in case they fall in. Children visit the play gym every day. They play with balls and learn how to use the equipment, such as slides.
- Mathematics is naturally incorporated into daily routines. The childminder counts

with children, for example counting how many cars or birds they can see while on the school run. She incorporates shape recognition into play. For example, she asks children to find things that are square.

- The childminder helps children to understand about the benefits of good oral health. She discusses brushing teeth with children and how eating too many sweets can damage their teeth.
- The childminder develops good relationships with the parents. Parents make positive comments about the care their children receive and their learning and development. They like how flexible the childminder is and the outings that children go on with her, especially in school holidays. The childminder shares information with parents about their child's day with her. She informs them about activities and what children have had to eat. However, she does not let them know what they can do to continue their child's learning at home.
- The childminder knows what she does well and identifies areas for further development, such as carrying out training to keep her knowledge and skills up to date. However, up until now, the childminder has focused on mandatory training, such as first aid and safeguarding. She is yet to consider how she will develop her knowledge and skills in other ways.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily safety checks on all areas of her home to minimise any hazards to children. She is aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect. The childminder knows the procedures to follow should she have a concern about a child's welfare. She has a good understanding of what to do and who to contact should an allegation be made against her or a member of her household. Safeguarding training has developed her knowledge of safeguarding issues, including county lines and cuckooing. This helps her to remain vigilant.

What does the setting need to do to improve?

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

- share with parents what they can do at home to extend children's learning and development
- enhance practice through relevant professional development opportunities to maintain and build further on the good-quality provision.

Setting details

Unique reference number	EY405795
Local authority	Leeds
Inspection number	10301321
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 8
Total number of places	12
Number of children on roll	6
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2010. The childminder operates all year round, from 7.30am until 5pm, Monday to Thursday, except for bank holidays and family holidays. She occasionally works with an assistant.

Information about this inspection

Inspector

Lynne Pope

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 inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector took account of the views of parents through written documentation.

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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