

# Childminder report

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Inspection date: 4 February 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a welcoming environment and home-from-home setting. Children demonstrate that they feel safe and secure at the childminder's home. This has a direct impact on their emotional health, as they form secure attachments with the childminder. Children have positive attitudes to their learning and behave well during their time at the childminder's home. For example, at tidy-up time, children are eager to help and respond positively to the childminder's request for help.

Children excel in their communication and language skills. The childminder has an excellent understanding of how to develop children's speech and language which is embedded in her curriculum. Children learn and continually build on what words they know and understand through high quality storytelling. For example, the childminder and children discuss the story and consider different scenarios for the characters. Children master key skills they need for their future development and are well prepared for school. For instance, from an early age, children develop their hand-eye coordination and independence extremely well. They demonstrate high levels of focus and perseverance as they join in with modelling dough activities to create snowmen and skilfully use a knife to chop and slice fruit for their snacks.

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

- Children enthusiastically join in with the wide range of activities on offer. They are inquisitive and ask lots of questions. Children become immersed in their learning as the childminder knows what captures their curiosity. For example, children confidently use mathematical language as they make scarves for the snowmen. They discuss length and count how many buttons to place on his belly. Younger children are encouraged to squeeze and press the dough to develop their finger and hand strength. This helps children to make good progress in their learning and development, including children with special educational needs and/or disabilities (SEND).
- The childminder ensures the curriculum is meeting the children's needs through regular assessment. Any gaps in children's learning are quickly identified and targeted interventions put in place to support children to make good progress from their starting points.
- The childminder uses her experience supporting children with SEND to identify any additional support needed and seek external advice or support from professional agencies. Collaborative working with schools ensures a consistency of care and support for children.
- The childminder provides opportunities for trips in the local community. She visits numerous parks with children, extending opportunities to develop their gross motor skills. Children happily talk about their trips to the local farm,

community garden and forest school as they look at photographs. This helps to develop children's understanding about the world around them and how they can positively contribute to this.

- Overall, children's needs and interests are met. However, during unplanned activities, the childminder does not consistently consider the individual needs of the youngest children and focuses on the learning of the older children. This can sometimes limit the learning opportunities of the youngest children.
- The childminder teaches children the importance of good oral health. Children access resources to practice their skills and learn about their role in caring for their teeth. Children colour in teeth on a laminated sheet then carefully brush them clean. This supports good health practises while developing their hand eye coordination.
- Partnerships with parents are positive. They work together to help children achieve their milestones. Parents value the caring nature of the childminder and the support that she offers families in her care. Parents are regularly updated on the progress that their children are making.
- The childminder has excellent settling-in procedures, where she gathers ample information from parents to fully support children's transition into the setting. Furthermore, the childminder provides multiple sessions at the setting for children to attend prior to starting. This helps children to feel safe, familiar and settled in their new environment.
- The childminder is reflective in her practice and regularly attends professional development courses to ensure her skills and knowledge are up to date and relevant. This helps children to make good progress in their learning and development.

## 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 unplanned activities and learning experiences are consistently well adapted to reflect the varying ages and stages of development of all children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY430062                                                                          |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10371652                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 24                                                                                |
| <b>Date of previous inspection</b>                 | 9 May 2019                                                                        |

## Information about this early years setting

The childminder registered in 2011 and lives in the Horsforth area of Leeds. She operates during term time only from 7.30am to 6pm, Monday, Tuesday and Wednesday and 7.30am to 5pm on Thursday and Friday, except for bank holidays.

## Information about this inspection

### Inspector

Jo Clark

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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