

Childminder report

Inspection date: 5 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder forms positive relationships with the children in her care. She knows children and their families very well. Children talk about their home lives. They feel happy and secure in the care of the childminder. The childminder has high expectations of children's behaviour. Children learn to make good choices. The childminder is a good role model, and children say 'please' and 'thank you' during their play. Children's behaviour is good.

Children learn basic hygiene routines. They learn to wash their hands before eating and understand that this is to make them 'clean'. Children develop good personal, social and emotional skills. Young children learn to wait their turn before having a go. For example, the childminder says 'ready, steady, go' while children wait at the top of the slide. Children learn to get themselves dressed and undressed. Younger children learn to put their arms in the sleeves of their jumper as the childminder supports them.

Young children concentrate and show determination. They learn to keep on trying and show a can-do attitude when using scissors. Children learn about the world around them. They are excited to find a spider in the garden. The childminder talks to children about it as they watch it crawl away.

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

- The childminder has a clear overview of what she wants children to learn by the time they go to school. She takes account of what children can already do and plans opportunities for them to develop their next steps in learning. Children make good progress.
- Children explore with their senses. They enjoy filling and emptying containers. Children watch intently as they pour dry sand through a wheel. Children explore what happens when they mix water and sand. They notice the difference on their hands when they try to wipe it off. Children show good levels of concentration.
- Children explore the outdoor environment. They climb on and off tricycles, walk up and down steps and climb the climbing frame and slides. The childminder is on hand to offer support when needed. Children develop good physical skills.
- The childminder comments on what children do. She introduces new language as they talk to extend their knowledge and understanding. For example, when looking at a picture of a leopard, the childminder explains that it looks like a tiger but it has spots not stripes. Children develop good language skills.
- Young children make simple choices when they decide what they would like to eat. For example, the childminder asks if they want grapes or strawberries at snack time. She then extends children's language by talking about the colour of

the fruit.

- Children demonstrate their imaginations during role-play activities. They enjoy using the resources to cook a pretend dinner for the childminder. However, during some activities, the childminder does not consistently support children's creativity. For example, children have limited resources when doing a craft activity to help develop their imaginations.
- Children's mathematical development is supported well. The childminder uses number names, identifies colours and talks about size. She counts the number of animals in a book and counts to three as she lifts children into their seat. Children repeat this in their play. For example, young children shout 'one, two, three' as they go down the slide.
- The childminder teaches children to manage their behaviour. She supports children to make the right choices. The childminder calmly explains to children why they cannot do something. She then offers an alternative. Children learn how to manage their behaviour in a positive way.
- Children learn to manage and understand their feelings. For example, when children pull a face to show dislike of food, the childminder comments to them that they are showing that they do not like it. Children learn about their likes and dislikes.
- The childminder collects information from parents before children start. She finds out about what children can do and their likes and dislikes. The childminder works closely with parents and other settings to share information and/or any concerns.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her safeguarding knowledge since the last inspection. She knows and understands what information needs to be shared with Ofsted and how to ensure that adults working or living in the home are suitable. The childminder has a good understanding of how to keep children safe. She knows where and how to report any concerns regarding children or adults. Children learn how to keep themselves safe. Older children learn about internet safety. Younger children learn about the risks in the garden, particularly when using the climbing frame. They know if they go too high, they may fall. Children challenge themselves, with the childminder close by to support them if needed.

What does the setting need to do to improve?

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

- provide further opportunities to allow children to develop their creativity and imaginations.

Setting details

Unique reference number	EY435911
Local authority	Leeds
Inspection number	10271528
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 9
Total number of places	5
Number of children on roll	3
Date of previous inspection	14 December 2022

Information about this early years setting

The childminder registered in 2011 and lives in Leeds. She holds a relevant early years qualification at level 2. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The children spoke to the inspector during the inspection.
- 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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