

Childminder report

Inspection date: 9 December 2019

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 care. They confidently explore their surroundings and self-select toys and resources that interest them. The childminder offers a safe environment. She implements robust risk assessments and reviews them regularly. In addition, she completes daily checks of the environment to identify and minimise any hazards that may be present.

Overall, the childminder has high expectations of all children. Children are polite, respectful and are learning to share and take turns. They play cooperatively together and, when minor disagreements do occur, the childminder quickly steps in to diffuse the situation. Children are beginning to understand there are rules and boundaries. For example, they listen and respond positively to the childminder when she asks them to put the top on the felt-tip pen before using another.

In general, the childminder has a good understanding of how children learn. She offers a variety of activities and experiences which stem from children's interests and prior learning. However, on occasion, the activities do not offer enough challenge for children to remain motivated, develop their own ideas and extend their learning to a higher level.

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

- The childminder gathers information from parents about children's learning when they first start. Overall, she uses this information well to plan what children need to learn next right from the very beginning. The childminder carries out regular observations which support her planning and help children to make good progress, in readiness for the next stage in their learning.
- Children practise their large and small physical skills during their play. For example, they expertly use their skills to successfully place pieces in an inset jigsaw. The childminder sings songs, encouraging children to join in the actions. They enjoy 'Ring-a-ring o' roses' and giggle with delight as they 'all fall down'.
- The childminder supports children's mathematical development effectively. She encourages them to count during everyday activities. Children begin to learn positional language. For example, when they are completing a jigsaw, the childminder introduces the words 'side', 'top' and 'bottom'.
- Children benefit from a range of outings into the local community. They visit local playgroups and other places of interest where they meet and make new friends. This supports their personal, social and emotional development effectively. However, the childminder has not developed opportunities for children to learn about our diverse society and people and communities beyond their own.
- The childminder supports children to learn about healthy lifestyles. She offers a

variety of healthy snacks and meals. Children access fresh air and exercise daily. They visit the local park where they access larger equipment and begin to take calculated risks and manage their own safety.

- Children develop good communication skills. The childminder constantly models and introduces new words. For instance, as she reads books to children, she points out the animals and asks the children to repeat the word. She extends this further and asks children where they think caterpillars live. Children eagerly reply 'in the garden, they need leaves to eat'.
- The childminder has created a positive partnership with parents. She works closely with them to support children through potty training. She speaks to parents regularly to keep them fully informed about their children's learning and development. She offers ideas they may want to use to continue their children's learning at home.
- The childminder introduces children to the language of feelings. She talks to them about being 'kind' to each other. Children readily say 'sorry'. They are beginning to develop a sense of right and wrong.
- The childminder is keen to develop her practice. She intends to attend training to support children with special educational needs and/or disabilities, to further develop her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to recognise when a child may be at risk of harm. She has a good knowledge of the reporting procedures she must follow if she has any concerns. She understands what she must do if an allegation is made against her or a family member. The childminder completes regular refresher training in safeguarding children to ensure her knowledge is up to date. She has robust policies and procedures in place to ensure the health and safety of children in her care.

What does the setting need to do to improve?

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

- build upon opportunities for children to learn about our diverse society and reflect on and develop respect for different people
- ensure activities offer enough challenge for children to remain motivated, develop their own ideas and extend learning to a higher level.

Setting details

Unique reference number	EY436317
Local authority	Leeds
Inspection number	10064402
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 July 2016

Information about this early years setting

The childminder registered in 2011 and lives in the Crossgates area of Leeds. She operates all year round, Monday to Friday from 7.30am to 6pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lesley Maughan

Inspection activities

- The inspector held a number of discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including risk assessments, registers, and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector viewed the parts of the premises used for childcare.

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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