

Childminder report

Inspection date: 14 August 2024

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

The childminder's kind and caring approach helps children to feel at ease in her care. Children quickly develop a sense of belonging. They play happily and confidently explore their environment. The childminder gives children gentle, consistent guidance and boundaries for positive behaviour. Children respond well and learn right from wrong. They show kindness to one another. For example, older children offer to help babies during a painting activity. The childminder offers children plenty of praise for their behaviour and efforts, which helps to raise their self-esteem. Children show pride in their achievements. For example, they exclaim, 'Look what I did', with a big smile, when they finish their picture.

Children benefit from plenty of activities that encourage their learning. Overall, this contributes to the very good achievements that they make. The childminder tailors her curriculum to match children's learning preferences. For example, currently, the childminder delivers many activities outdoors to meet the needs of children who are more active learners. Activities are unhurried, giving children plenty of time to explore and develop their ideas. For example, older children are very motivated while they closely observe plants in the garden and enjoy picking fruit that they have grown. Babies become increasingly mobile when they have plenty of time and space to stretch, roll and pull themselves up.

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

- Children are keen and curious learners. The childminder encourages them to explore and keep trying during their play. For example, children arrange pipes to work out a way to move water from one place to another. They develop good problem-solving skills and show high levels of resilience.
- The childminder's teaching supports children's learning across all areas of development. Occasionally, however, she overlooks ways to help children to secure and remember new knowledge and skills before moving them on to new learning. For example, the childminder encourages children to count and recognise numbers to 20 and beyond before they have fully understood lower numbers and their values.
- Children benefit from plenty of fresh air and exercise. They enjoy visits to local parks, playgrounds and woodland areas. The childminder uses these visits to support children's good health, alongside their physical development. For example, children develop balance, strength and coordination when moving over uneven surfaces and climbing trees and hills in the woods.
- Routines are centred around children's individual needs. The childminder is swift to read cues when children are tired or unsettled and quickly provides the care and attention that they need. This helps children to feel secure and valued. Their care needs are met precisely.

- The childminder takes children to groups in the community and meets up with other childminders and their children. This gives children opportunities to be part of a larger group of children. Children develop good social skills and become increasingly confident in groups, which prepares them well for when they move on to nursery or school.
- Parents praise the childminder's 'genuine passion and love for children'. They talk about how happy and eager children are to attend and say the childminder has helped to shape children's personalities. Parents welcome detailed information from the childminder about her learning objectives for children. This helps them to work on shared aims for their children's learning at home and helps them to make good progress.
- Professional development plans are focused on the areas of practice that the childminder wants to build on. For example, she has undergone some training about how brain development impacts on the ways children think and behave. This has helped her to understand the reasons behind some children's behaviour and to support them more effectively.
- Children develop very good independence skills. The childminder has high expectations about what they can do for themselves. Children, for example, make very good attempts to put on their own clothing and boots for outdoor play. They become increasingly self-sufficient.
- The childminder teaches children about good hygiene routines, such as washing their hands. She talks to them about the importance of washing the fruit they collect from the garden before eating. Children learn ways to keep themselves safe and healthy.

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:

- refine the curriculum to sequence children's learning more consistently and to support them to remember and build on their learning even more successfully.

Setting details

Unique reference number	EY443806
Local authority	Leeds
Inspection number	10351194
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 October 2018

Information about this early years setting

The childminder registered in 2012 and lives in Calverley, Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers reduced opening hours during the school holidays. She holds an appropriate early years qualification at level 3. The childminder provided funded early education for two-year-old children.

Information about this inspection

Inspector
Clare Wilkins

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 her evaluation of the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She discussed her early years foundation stage curriculum and how she organises her provision.
- The inspector observed activities, indoors and outdoors, and assessed the impact that the childminder's teaching has on children's learning and development.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took account of parents' views from written feedback that is provided.

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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