

Childminder report

Inspection date: 4 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 learn to be secure and confident in the childminder's warm care. They are very well behaved and sociable. For instance, children follow the childminder's good example and learn to positively say 'please' and 'thank you' to each other as they choose their toys or prepare their snacks. Children are safe and increasingly independent. They learn to take care of themselves and be self-aware. For example, the childminder shows them how to wash their hands thoroughly and encourages them to remember this through songs and their play.

Children settle very well and form strong attachments to the experienced childminder, and to the other children. The childminder works closely with parents to help children become familiar with her home and routines when they first start. Children rise to the childminder's high expectations. They make good progress from their individual starting points. They enjoy the many planned opportunities to progressively build their skills and knowledge. For example, children build on their hand-to-eye coordination as they follow the childminder's example and mix their glitter and oats reindeer food and carefully pour it into bags. Parents greatly appreciate the care, support and guidance the childminder offers for all areas of their children's development.

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

- The childminder helps children develop their communication and language skills well, overall. She teaches children many new songs that introduce them, for example, to new words and phrases about the seasons and world around them. However, she does not consistently take opportunities throughout children's activities to fully reinforce and practise the vocabulary and language skills they are learning.
- The childminder positively promotes children's love of books. She engages children through frequent opportunities to choose and share books from her wide range of resources. She reads with clear expression and builds children's anticipation, for example as they follow the emotional journey of a lonely penguin. Children enjoy their regular visits to the local library to hear stories and choose books.
- The childminder supports children to build on their physical development and become assured and confident in their movements. She teaches children to sit and hold their bodies still for increasing periods as they join in many group activities. They develop control of their bodies and limbs through regular dance and yoga activities. Children learn to show increasing control of fine movements in their hands and fingers as they pick up small jigsaw pieces, learn to use cutlery with care and precision and draw and paint with different media.
- The childminder helps children to behave well and strongly supports all aspects

of their personal development. She effectively builds children's ability to be aware of the needs of others and take turns to ensure everyone is included in their games. She makes good use of books, puppets and picture cards to help children become increasingly able to understand and manage their emotions.

- Children's mathematical skills are supported well. Children are encouraged to steadily and securely build their counting skills. The childminder makes good use of counting songs, such as 'Five Little Speckled Frogs' to help children sequence their numbers and match them to the quantity of objects. They begin to recognise different shapes as they sort them into matching holes and complete jigsaws.
- The childminder is ambitious to develop her provision and regularly reflects on her practice. She works closely with another childminder, sharing ideas and discussing the outcomes of training and research. She makes good use of national and local early years guidance and training to plan for children's learning and consider their progress. The childminder works closely with other settings which children attend to support their development.
- Parents very strongly recommend the childminder. They comment on the good progress their children make in all aspects of their development and the many memorable activities children participate in. They appreciate the good communication and guidance they regularly receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are safe and very well cared for. She understands how to identify potential signs that a child is at risk of abuse or neglect. She knows how to record concerns and who to report them to. The childminder makes effective use of a range of training opportunities and guidance from the local authority and other childcare training providers. The childminder teaches children how to recognise risks for themselves and play safely.

What does the setting need to do to improve?

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

- strengthen planning and interaction with children to help them practise and reinforce the language skills and vocabulary they are learning.

Setting details

Unique reference number	EY448499
Local authority	Leeds
Inspection number	10301339
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	1 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2012 and lives in the Garforth area of Leeds. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder supports funded education for three-year-old children.

Information about this inspection

Inspector

Andrew Clark

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 her setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed children during activities to assess the impact on their learning and development.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder showed the inspector documents that are relevant to her practice.
- The inspector read feedback from parents to gain their views on the childminder's provision.

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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