

Childminder report

Inspection date: 11 November 2019

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| 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 form close attachments with the childminder. They cuddle up next to her and enjoy listening to familiar stories. The childminder talks to children about the feelings of various characters. Children find out why characters feel sad, and listen intently as they find out what makes them happy again. The childminder encourages children to participate in the story and asks them questions. This helps to promote children's literacy skills. Children develop good communication skills. They listen and respond well. Children learn to make different sounds using a range of musical instruments. They begin to learn the difference between fast and slow. Children build positive relationships with one another. The childminder supports children to develop their social skills and turn-taking skills. Children behave well and learn to respect others. They are happy and settle quickly. The childminder provides a safe and secure environment for children. Children have plenty of opportunities to develop an understanding of how to keep themselves healthy. They follow good hygiene practices and have access to a range of healthy choices at mealtimes. Children participate in physical activities. The childminder takes them on exciting trips and adventures to local water parks and soft-play centres.

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

- Partnership working with parents is a particular strength of the setting. The childminder invites parents to share their views to help evaluate the overall quality of the setting. In addition, she shares regular information with parents regarding their children's learning and development. The childminder provides activity ideas for parents to try at home. This helps to promote a consistent approach to children's learning. Parents are complimentary about the care that their children receive.
- Children demonstrate a keen interest in creative and messy play activities. However, on occasions, the childminder directs activities and focuses on creating an end product. Despite this, children engage well during these activities.
- The childminder completes regular observations and assessments of children's learning. She identifies children's preferences and what they need to learn next. The childminder is responsive to children's needs and plays alongside children. She models how to use toys and resources. However, sometimes, the childminder does not provide enough challenge to children to help deepen their thinking skills even further. Despite this, children make good progress.
- The childminder prepares children well for their eventual move on to school. Children learn to count, recognise shapes and colours. They spend time building towers with blocks and making comparisons between lengths. This helps to develop children's mathematical understanding.
- The childminder reviews her own learning and seeks ways to develop her skills

and knowledge. She works closely with other childminders and liaises with them when sharing ideas. The childminder thinks of ways to build on her own practice and help to maintain good teaching standards.

- Children develop good hand-to-eye coordination. They fit together inset puzzles and learn to match various pictures. Children join together different-sized building blocks to create their own structures.
- Children help with tasks that are appropriate to their age and stage of development. They learn to tidy away toys and resources and develop good levels of independence. Children make choices during their play. They have a good range of toys and resources to choose from.
- Children join in with activities that help to widen their understanding of the world around them. For instance, they choose to make craft activities associated with special events and traditions from around the world.
- Children learn to blow bubbles and jump up with excitement to catch them as they float to the ground. Babies smile and watch with fascination as the bubbles pop.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the procedure to follow in the event of a concern regarding the welfare of a child. She understands her responsibility to help keep children safe from harm. The childminder has a good understanding of child protection and wider safeguarding issues. She is vigilant and supervises children well. The childminder is alert to risks to children and completes regular safety checks in her home. She has a range of policies in place and shares these with parents. The childminder ensures the safe use of mobile phones and cameras within her setting.

What does the setting need to do to improve?

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

- extend ways to encourage children to express themselves freely, particularly during creative activities, and help them deepen their engagement
- enhance activities to provide more challenge during children's play and continue to motivate them to learn.

Setting details

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| Unique reference number | EY460687 |
| Local authority | Leeds |
| Inspection number | 10064411 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 to 8 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 23 May 2016 |

Information about this early years setting

The childminder registered in 2013 and lives in Morley, Leeds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Emma Allison

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback 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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