

Childminder report

Inspection date: 31 March 2022

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 arrive at the childminder's home happy and ready to begin their day. They have secure attachments with the childminder, who has a warm and nurturing personality. Children are cheerful and show they feel safe in the childminder's care. They laugh and giggle as they talk and play alongside the childminder and each other. Children make their own choices about what they would like to play with. They deeply engage in activities for extended periods of time and show good problem-solving skills. For instance, children are engrossed as they investigate coloured rice. They show good coordination and a fascination with filling and emptying containers. Children develop their imagination as they pretend to make cupcakes for the childminder and for each of their friends.

The childminder has high expectations for all children. She is very good at extending children's learning through positive interactions and supporting children's explorations. The childminder adapts activities to offer children the challenge that they need. For example, she has a wide range of jigsaws and puzzles to suit children's differing abilities. The childminder offers children plenty of praise and encouragement when they complete more difficult puzzles independently.

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

- The childminder spends time getting to know children and their families when they join the setting. This helps children to feel safe and secure. The childminder finds out a range of information from parents about their children, including what children enjoy and their starting points.
- The childminder is passionate about children's early years. She focuses on helping children to develop the key skills that they will need for their future. The childminder promotes children's communication, social and emotional skills through the learning opportunities that she provides. Children enjoy a wide range of games, stories and activities. The childminder wants children to leave her setting confident, independent and eager to explore and learn.
- The childminder incorporates children's interests into the activities and experiences that she provides. For example, she has taken children's love of dinosaurs on board. Children explore dinosaurs in coloured rice and learn to pronounce their names. The childminder observes children as they play and assesses what they know, understand and can do. She used this information to inform children's next stages in learning.
- Partnerships with parents are good. The childminder shares what children are learning with their parents through daily conversations and sharing photos of children engaging in activities. She gives parents suggestions on how they can support children's learning and development at home. This ensures consistency in children's care and education.

- Children have plenty of opportunities to be active and to develop their physical skills. Although the childminder's garden is not currently in use, children enjoy visiting the park, playgroups and going for walks in the local community. Children engage in a range of activities to help them to develop their small physical skills, such as threading, painting, and exploring play dough.
- The setting is inclusive. The childminder teaches children about what makes them similar to and different from each other. Children learn about different communities and ways of life through books and activities. They explore the natural world through discussion and observations. Children get very excited as it begins to snow, they laugh and giggle along with the childminder as it falls.
- The childminder manages any changes in children's behaviour appropriately. However, she does not always help children to develop a deeper understanding of why some behaviour is not appropriate towards others.
- The childminder reflects on what she does with the children and adapts the activities and experiences that she provides to support children's learning. She has plans in place to develop her outdoor area, so that children have greater opportunities to spend time outdoors in her home.
- The childminder attends mandatory training, such as safeguarding and paediatric first aid to keep up to date with developments. However, there is scope for the childminder to build on her professional development plans to raise the quality of practice and her teaching further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her setting is safe and secure. She undertakes regular checks of all areas used by the children. The childminder closely supervises children and uses equipment, such as safety gates to restrict younger children's movements, to keep them safe. The childminder has a secure understanding of how to identify children who may be at risk of harm. She is aware of local safeguarding partnership arrangements and knows who to report any concerns about children's welfare to.

What does the setting need to do to improve?

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

- support children to gain a deeper understanding of the impact their behaviour may have on others
- build on professional development plans to raise the quality of practice and teaching further.

Setting details

Unique reference number	320325
Local authority	Leeds
Inspection number	10229433
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 1996 and lives in Middleton, Leeds. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

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 the setting.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.

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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