

Childminder report

Inspection date: 5 April 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

Young children, who are new to the setting, are happy and settled. They explore freely and demonstrate confidence while taking part in an overall good range of play opportunities. Young children enjoy playing with toys such as the cars and garage. They delight in observing the cars sliding down the spiral ramp, and peer underneath inquisitively to see where the cars have gone. They repeat this several times, showing good focus. Young children enjoy pressing buttons while learning how simple technology toys work.

Young children have secure emotional attachments to the childminder, who is warm and nurturing. This helps them to feel safe and secure. Young children demonstrate early independence, for instance, as they readily access their drinks when they are thirsty. They develop good large and small physical skills, which are essential for their future writing skills. For example, young children climb on and off soft furnishings and hold chunky paintbrushes.

Young children enjoy the social interactions of the childminder. For example, she tickles them and sings and talks to them during care routines and as they play. They happily follow simple expectations and daily care routines, such as washing their hands before eating. Young children readily approach the highchair, demonstrating their understanding of what happens next.

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

- The childminder exchanges information with parents to help new children settle. For example, she finds out about their likes, dislikes, comforters and interests. She shares daily feedback about children's care and learning, and photographs of children playing. However, she does not fully utilise parents' knowledge of their children's development to tailor her support to meet their individual needs. In addition, the childminder does not fully engage parents in supporting children's learning at home.
- The childminder has a good overall understanding of where children should be in their development. She promptly identifies children who are working below expectations, in order to help them to catch up. As part of this, she encourages parents to liaise with other professionals.
- The childminder provides a wealth of experiences in the playroom. For example, children engage in Easter-themed mark-making and art and craft activities. However, they are not focused sufficiently on young children's individual stage of learning, in order to support their achievements to a higher level.
- The childminder provides healthy snacks and meals, including a freshly prepared, home-cooked tea. This helps to reinforce young children's early understanding of how to make healthy food choices.

- The childminder effectively meets young children's emotional and physical needs. She closely follows the care routines that they are familiar with from home. This helps young children to feel secure as a result of a consistent approach. The childminder recognises and responds to the signs that indicate that young children are getting hungry or tired. Young children delight in the cuddles and smiles they receive from the childminder.
- The childminder encourages young children to develop self-care skills during daily routines, such as learning to use a spoon and fork to feed themselves. She supports their early communication, for example, while explaining what is happening during the day and when engaging children in stories.
- The childminder is a good role model who helps young children to develop essential early social skills. She encourages good manners and uses positive strategies to support young children. For example, she praises them for their 'good listening' when they respond to her request to sit down safely on the sofa. This positive praise and encouragement helps to foster their self-esteem and confidence.
- The childminder plans outings to provide opportunities for young children to mix with a wider group of children. This helps them to observe the similarities and differences between themselves and others from an early age. The childminder reinforces this, for example, by reflecting diversity within books, resources and visual images.
- The childminder uses a wide range of information sources to reflect on her practice, keep up to date with changes and obtain new ideas. However, she does not precisely target improvements or her continued professional development on raising teaching and learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify possible indicators of child abuse. This includes where children may be at risk of harm from extreme behaviours or views. She fully understands how to report her concerns in order to protect children from harm. The childminder demonstrates safe practices, such as securing young children in a highchair. She replenishes her first-aid kit, for instance, after refreshing her training. This helps her to promote children's welfare in the event of any accidents. The childminder supervises young children as they eat and as they climb on and off soft furnishings to promote their safety and welfare.

What does the setting need to do to improve?

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

- strengthen engagement with parents to fully support children's learning, both at home and in the setting

- develop the planning of adult-led activities and the learning environment for younger children, to support their individual learning needs with greater success
- focus more precisely on improving teaching and learning to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY386349
Local authority	Leeds
Inspection number	10106135
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 9
Total number of places	5
Number of children on roll	7
Date of previous inspection	24 September 2014

Information about this early years setting

The childminder registered in 2008 and lives in Tingley, West Yorkshire. She operates her service Monday to Wednesday from 7.30am to 5pm, all year round, except bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Ayo

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 setting.
- The inspector observed areas used for childcare purposes, care routines and the activities that take place indoors.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years provision and curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector looked at relevant documents, including evidence of the suitability of persons living in the household.

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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