

# Childminder report

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Inspection date: 18 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy in the childminder's care. They show that they are completely at ease. For example, children choose their own activities and set them out ready to play. The childminder's calm and reassuring approach supports this very well and helps children to feel safe and secure. Children readily climb on to her lap for a hug when they need comfort.

The childminder knows children well. She plans carefully to help them to learn new skills, and they make good progress. Children who are due to move on to the next stage in their education are well prepared. They become very involved in their learning and ask to play games over and over again. Children show pride in their own achievements, for example, when they look back at photos. They recap activities and experiences, and remember what they have learned. Pre-school children develop very good skills in mathematics. They recognise numbers and correctly count items up to four during a game about a 'tooth fairy'.

Children develop good problem-solving skills. They are resilient learners who keep trying their best. For example, children find the straight edges first when putting together a puzzle. They turn pieces and try others until they get them to fit.

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

- The childminder weaves early literacy skills into activities. For example, she points out the words on cards during a board game and traces the words with her finger from right to left. Children become familiar with some words and letters. This helps to prepare them for learning to read and write.
- The childminder is careful to provide an appropriate level of challenge for children. She values the benefits of repeating activities, and teaching the same new skills in lots of different ways to strengthen children's skills and knowledge. Children make links between parts of their learning and remember what they have learned.
- Children develop a broad and varied vocabulary. They learn and use new words quickly. The childminder is aware of some children who are more shy or slightly reluctant to speak. She sensitively supports them to develop their confidence and they quickly overcome these slight difficulties. Children grow to be articulate speakers.
- Children have plenty of opportunities to develop good social skills. The childminder plans visits where they experience being part of a larger group of children, such as going to playgroups. Children learn to understand the needs of others, to take turns and to share.
- The childminder promotes good manners. Children are kind, polite and behave well. They listen well and answer questions. However, the childminder has not

considered further ways to teach children to follow instructions. At times, she asks children questions, rather than instructing them about what she wants them to do.

- Partnerships with parents have been very well developed. The childminder seeks, and acts upon, their suggestions. For example, she has introduced daily communication books to give parents even more details about their child's day. Parents say that their children are so excited to attend and that they have made very good progress in their learning.
- Children develop good levels of independence. For example, the childminder supports them to manage their own clothing. Children are keen to help with tidying up after activities. They learn to respect their environment and take care of their belongings.
- Overall, the childminder has effective arrangements to promote children's good health. She encourages children to wash their hands before meals and reminds them to drink plenty of water in hot weather. However, she does not always use opportunities that arise to teach children more about how to keep themselves healthy, for example, by explaining the reasons for good hygiene procedures.
- Relationships between the childminder and children are close and warm. The childminder has a secure knowledge and understanding of individual children's needs, preferences and usual behaviours. She is very quick to notice children's cues, for example when they are tired or slightly unwell. The childminder meets their individual care needs extremely well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder thinks carefully about how to keep children safe. She makes sure that toys and games are age-appropriate. The childminder keeps her doors locked, with the keys in easy reach, to ensure that nobody can enter her home while children are present. She supervises children closely, particularly while they are eating, reminding them that they must stay at the table. The childminder keeps her knowledge of local safeguarding procedures up to date, for example, by undergoing regular training. She has a good understanding of signs that can indicate that a child is at risk from harm. The childminder knows who to speak to if she is worried about a child's welfare.

## What does the setting need to do to improve?

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

- give children clear and consistent information and instructions about what is expected of them, to help to support their already good behaviour further
- refine the plans to teach children about ways to keep themselves healthy.

## Setting details

<b>Unique reference number</b>	319774
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10064235
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	3 July 2015

## Information about this early years setting

The childminder registered in 1991 and lives in Tingley, 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

Clare Wilkins

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation.
- The childminder showed the inspector around her home, and talked about her plans for children's care and learning.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector talked to the childminder about leadership and management matters. She looked at the relevant documents provided, including evidence of the suitability checks carried out on people at the address.
- The childminder and inspector evaluated an activity together.
- The inspector spoke to children at appropriate times during the inspection. She also took account of parents' views from 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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