

# Childminder report

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Inspection date:

8 November 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 and well cared for in this lovely home-from-home childminding setting. Children build meaningful bonds with the childminder. They regularly check in with her for warm interactions and comfort. Children enjoy the praise and encouragement they regularly receive. For example, babies and children are encouraged to try kiwi fruit for the first time. The childminder applauds them for trying this and the children smile and celebrate their achievement with her. This makes children feel safe and secure at the setting.

Children demonstrate positive attitudes to learning and respond well to the childminder who communicates clearly to the children. They know their play environment well and confidently move around the setting. For example, babies and two-year-old children choose which toys they want to play with from the well-organised environment. They know where to put their play things away when they have finished.

The childminder implements effective settling-in procedures. This includes building meaningful relationships with parents. They are encouraged to contribute to assessments of their children during settling-in visits. This helps the childminder to know children well from the start. The childminder uses this information to develop a programme of learning that builds on what children already know and can do. Parents are happy with the service. Once children have settled in, parents receive regular verbal or digital updates about their children's learning and development.

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

- Children benefit from a communication-rich environment. The childminder values conversation and models language well. She regularly uses strategies, including visual cues and signs, to strengthen her communication with babies and two-year-old children. For example, as they prepare for snack, the childminder says, 'Let's wash the strawberries and blueberries', and the children repeat back 'wash strawberries and blueberries'. Children who speak English as an additional language are making good progress and are beginning to speak confidently in the setting.
- Babies and two-year-old children are learning how to share and take turns. They play harmoniously together in the garden and pretend to cook meals in the play kitchen. They smile, chat and babble together as they successfully take turns and willingly share their toys. Children respect one another and are considerate and kind.
- The childminder plans many trips and visits in the local community for the children. For example, children regularly visit the park and enjoy time at the library. Children enjoy choosing books at the library and are enjoying developing

a love of reading. Children enjoy different experiences and develop an understanding about the world in which they live.

- The childminder values physical health and exercise. Children benefit from numerous opportunities to move their bodies and increase their heart rates. For example, children spend time in the fresh air in the garden. They climb the ladders of the slide and run across the lawn. Children are excited to eat their nutritious snack of berries and fruits. The childminder prepares a variety of home-cooked meals using vegetables they have grown in the garden.
- The childminder keeps up to date with child development through her local childminder networks and her own personal research. However, her professional development is not yet sharply focussed on the needs of the children who attend, to raise their achievements to a higher level.
- Children are encouraged to be independent and manage their personal needs, such as washing and drying their hands 'to make them clean'. They are encouraged to feed themselves and find their shoes. Children demonstrate resilience as they keep trying and develop self-esteem when they achieve their goals.
- Overall, partnerships with other settings and schools the children attend are effective. However, the childminder has not fully explored how she can strengthen relationships even further, to provide greater continuity in children's learning.
- The childminder plans around the children's interests effectively. For example, babies have shown an interest in ducks. The childminder has provided different-sized ducks and further extended learning by visiting local parks to feed the ducks. Children feel involved in their learning and see their interests reflected in their experiences with the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to safeguard children. She has a broad knowledge of safeguarding issues that could affect the children she cares for. The childminder understands how to identify the signs and symptoms of abuse. She knows who to report concerns to about a child at risk of harm. The childminder has good systems and risk assessments in place, which keep children safe from harm in her care. Children are supervised well. She has a paediatric first-aid certificate. All equipment and resources are safe and in a good state of repair. Hygiene routines are thorough.

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

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

- focus professional development more precisely on supporting children's learning

to a higher level

- build on existing work and further improve communication with schools and other settings children attend to support continuity in their care and learning.

## Setting details

<b>Unique reference number</b>	319560
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10229427
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	14 November 2016

## Information about this early years setting

The childminder was registered in 1991 and lives in Chapel Allerton, Leeds. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. She supports children who have special educational needs and/or disabilities.

## Information about this inspection

**Inspector**  
Clare Bligh

## 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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about what she wants children to learn and the skills she helps them to develop.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector and childminder completed a joint evaluation of an activity.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector reviewed documents, including first-aid certificates and accident records.

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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