

Childminder report

Inspection date: 2 August 2023

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

The childminder has strong bonds with all of the children who attend her setting. This helps children to be happy and settled. Children behave extremely well and are kind to their friends. They observe the childminder cuddling their peers and kiss each other's cheeks during their play. Children feel safe and will ask the childminder to join in their play.

The childminder places a strong emphasis on children being a valued part of the community. Children visit the local care home, where the residents read stories with children and explore play dough with them. Children attend local events, such as a scarecrow festival. The childminder takes children to visit other areas to give them an understanding of communities beyond their own. She shows a good understanding of building on children's current experiences. The childminder ensures that children have access to experiences they may not otherwise have, such as travelling on a bus.

Children have the opportunity to try new things. They help the childminder to carry out daily tasks, such as making their lunch and cleaning up. Children begin to learn how things work and understand the importance of taking care of their resources.

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

- The childminder arranges training to continue to develop her practice. She discusses the changes in her teaching that have been impacted by recent training. For example, she makes sure that the environment is spacious and homely. This reflects the childminder's desire for children to feel safe and relaxed in her care. The childminder is currently reflecting on her assessment process to ensure that all children, including those with potential delays in their development, receive focused teaching.
- The childminder has a secure understanding of the curriculum she provides. She has a strong knowledge of children's current skills and what their next stage in development is. She plans activities that are suitable for all children. However, at times, less-confident children do not always receive the same interactions as more-confident children. This means that these children do not always benefit as much as others from those interactions.
- Children enjoy visiting the local library. The childminder reads stories to children regularly. Children have access to a variety of written material, such as cookery books, magazines and fact books. Children understand they can gain information from books that contain facts. They ask questions. For example, when learning about jobs people have, children ask, 'What do miners do?'
- The childminder places a strong emphasis on children's language and communication development. She joins children in their role play. The

childminder regularly asks open-ended questions and gives children time to respond. For example, when reading a book about the underground, the childminder asks the children, 'What do you think a tree looks like underground?' Children are able to introduce their own ideas to the activity.

- Children have lots of opportunities to develop their physical skills. They put on their own shoes and fasten zips on their coat. Children climb on crates in the garden to paint against the fence. The childminder offers food for children to ensure that they are leading a healthy lifestyle. The childminder provides a vegetable patch in the garden, where children grow raspberries, pumpkins and potatoes.
- The childminder understands the importance of reflecting on her practice effectively. She regularly works with other local childminders, which helps them to share ideas to extend overall practice. It also means that the children in the childminder's care can form friendships and interact with other children in their local area.
- Children develop their mathematical skills during their time at the childminder's setting. They scoop and pour rice into different-sized containers. Children tell the childminder there are 'thousands' on the floor. The childminder discusses money during role-play activities and encourages children to think about the amount they need to pay for items.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the referral process to follow if she has a concern about a child in her care. She uses an up-to-date app created by the local authority to access the contact details she may need. The childminder also understands how to report a concern about another professional who works with children. She can discuss the signs of children and/or vulnerable adults being groomed, including the signs of terrorism and trafficking. The childminder's home is safe and secure. She uses stairgates to stop children accessing areas that are out of bounds. The childminder keeps the doors to the outside locked to further protect children.

What does the setting need to do to improve?

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

- plan more carefully for all children to benefit from high-quality interactions, to enable them to make the best possible progress.

Setting details

Unique reference number	EY457055
Local authority	Leeds
Inspection number	10289197
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	0 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. During the school holidays, the childminder operates from 7.30am to 5.30pm, Monday to Wednesday. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Abby Clarkson

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 childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector carried out a joint observation of an activity and evaluated this.
- The inspector observed the interactions between the childminder and the children.
- The inspector reviewed relevant documentation to ensure the suitability of the childminder.
- The inspector took account of parents' views.

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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