

# Childminder report

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Inspection date: 9 November 2023

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<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 confident. The childminder spends lots of time at children's level, playing alongside them. Children show delight as the childminder reads stories with them. They laugh and giggle together as they chase and pop bubbles as they blow in the wind. The childminder is attentive and very responsive to children's care needs. For example, she quickly recognises when they are feeling tired or hungry. This helps children to feel safe and secure, which enables them to learn and develop. The childminder has high expectations for children's behaviour. She consistently models respect in her own interactions with them. Children are sociable and learn to take turns with their friends.

The childminder knows children well. She offers families a flexible settling-in process that is tailored to individual children. She gathers information from parents before they start to help her to understand children's interests, routines and their current stages of development. This helps her to offer children learning experiences that are interesting to them. As a result, children benefit from meaningful interactions with the childminder. They develop good listening and attention skills early. The childminder supports children on to the next stages of their development. Children make good progress across all areas of their development.

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

- The childminder supports children's communication and language skills very well. She models language clearly for younger children to hear. For example, the childminder repeats words such as 'scoop,' 'pat' and 'sandcastle' as children empty and fill containers with sand. The childminder sings songs and rhymes with children. Children thoroughly enjoy singing songs, such as 'Row, row, row your boat'. They erupt into laughter as they scream together at the end. Children are exposed to lots of rich language and have opportunities to practise their newly acquired language skills.
- Overall, children learn to be independent. The childminder provides them with opportunities and encouragement to practise their self-care skills. This includes putting on their own shoes and wiping their own noses. However, sometimes the childminder steps in too quickly to help children with tasks. This limits opportunities for children to build essential qualities that are needed for future success, such as determination, perseverance and resilience.
- The childminder uses her ongoing observations to assess children's learning and development. She ensures that children are making progress across all areas of development. Where children are at risk of falling behind, she works closely with parents to put plans in place to help close any gaps in children's development. The childminder understands how to support children with special educational needs and/or disabilities. She knows where and how to seek support from other

professionals when necessary.

- The childminder provides children with lots of lovely and purposeful experiences beyond her home. For instance, children regularly go to toddler groups, the local library and visit parks. Children who have not used public transport before enjoy a trip into the city centre on a bus. These experiences provide children with opportunities to learn about their community and the wider world around them.
- Children behave well. The childminder has clear expectations for children's behaviour. She communicates these in a developmentally appropriate manner. For example, the childminder gently explains to children that throwing a toy might hurt someone. Consequently, children learn early on that their actions have consequences.
- Parents are happy with the service that the childminder provides. They are complimentary about the activities and trips that are planned by the childminder for their children. Parents particularly like the settling-in process, which they comment made their children's transition into childcare 'seamless'.
- The childminder completes regular training to update her knowledge and skills. However, her plans for professional development plans are not tailored on raising her practice to an even higher standard.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises the well-being of children in her care. She conducts ongoing visual risk assessments to ensure that children are safe. The childminder understands her responsibilities in relation to keeping children safe from harm. She can recognise the signs that indicate a child may be at risk of harm, including signs of abuse and neglect. The childminder is confident about what signs she may see if a family were at risk of radicalisation or exploitation. The childminder knows what action to take if she has concerns about a child's welfare, as well as what process to follow if an allegation is made against herself.

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

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

- empower children to do things for themselves to promote their personal development to a higher level
- develop plans for professional development opportunities to enhance practice even further.

## Setting details

<b>Unique reference number</b>	EY459781
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10289160
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	14 November 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Halton, Leeds. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Natalie Stringer

### 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 viewed the setting and the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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