

# Childminder report

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Inspection date: 28 November 2023

<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 settled in the childminder's welcoming home. They enjoy access to a stimulating environment with purposeful activities set up to encourage children to explore. Children show that they feel safe in the childminder's nurturing care and form strong relationships with her. They play cheerfully with the childminder and their friends. For example, children enjoy role playing and making animal noises.

The childminder has high expectations of the children. She encourages them to be independent and do things for themselves. For example, children learn to wash their hands and put on their shoes and coats on independently. The childminder is a good role model and she encourages children to be polite and kind to others. Children behave well and show high levels of self-control. They develop a good range of skills to help them prepare for starting school.

Children are confident learners. They are excited to learn and make choices about what to play with. Children choose from a wide range of books. Younger children confidently hand the childminder a story, which she happily reads to them. The childminder talks to children about what they can see in the pictures. She helps promote children's language and thinking skills through play. For example, the childminder asks a range of questions and repeats words. She adds new vocabulary and models the correct speech when children mispronounce words.

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

- The childminder knows the children in her care well and understands how children develop and learn. She uses the information about what children know and can do to plan appropriate activities, that help children to make good progress in their learning and development. For example, children benefit from learning about castles and they develop their literacy skills as they draw.
- The childminder has developed strong links in the community. For instance, with other childminders, and teachers at the local primary school. Since her last inspection, the childminder has improved arrangements for sharing information with other settings children attend. For example, she regularly shares information to help all those involved work closely to support children in making good progress.
- The childminder supports children's knowledge of numbers and counting. Children count scoops of sand into buckets, and the number of blocks they use to build towers. As children play, the childminder plays background music. Although, children enjoy this at times, on occasions this distracts them from becoming fully focused during their play. Particularly during focused activities.
- Partnerships with parents are good. When children start, the childminder gathers

a range of information to develop an understanding of children's individual care needs, routines and stage of development. She uses a range of methods to keep in contact with parents, including daily communication notes and verbal feedback. Parents' written comments state that they feel the childminder keeps them well informed about their children's learning and progress and that she is considerate.

- Children enjoy learning about festivals and celebrations from around the world. They develop an awareness of cultures and traditions. Children meet different people and visit new places, such as local shops, sports camps and a local forest school. The childminder ensures that her curriculum incorporates special occasions from children's own lives, as well as exploring different cultural events.
- The childminder shows a strong commitment to reflective practice. For example, she seeks views and opinions from parents and children as part of her self-evaluation. She has successfully addressed the recommendations raised at her previous inspection. This demonstrates her dedication to continual improvement.
- The childminder plans activities and learning experiences, which support children's healthy lifestyles, including physical activities. For example, children have fun outside as they play on the slide. They have opportunities to go on local walks and outings. The childminder cooks healthy meals for children and encourages them to try a variety of foods. However, she could do more to help children understand the importance of good oral hygiene.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder knows the professionals to contact and the procedure to follow if she has concerns about a child's welfare. The childminder understands she must ensure required suitability checks are completed for all adults living in the home. She regularly risk assesses children's safety and helps children to learn to keep themselves safe. The childminder ensures that her mandatory training is up to date, for example, first aid.

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

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

- minimise unnecessary background noise to support children's concentration and prevent them from becoming distracted in their learning
- support children to have an even better understanding of their good oral health.

## Setting details

<b>Unique reference number</b>	EY461133
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10304987
<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>	7
<b>Date of previous inspection</b>	7 February 2018

## Information about this early years setting

The childminder registered in 2013 and lives in Woodlesford, Leeds. She operates all year round from 7.30am to 5.00pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-year-old children.

## Information about this inspection

### Inspector

Kerry Holder

### 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 observed an activity and evaluated this with the childminder. She held a number of discussions with the childminder and spoke to the children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

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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