

# Childminder report

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Inspection date: 13 December 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**

The childminder is very encouraging and responsive towards children. She ensures that her home is safe and welcoming, with familiar toys and routines to support children's sense of belonging. This helps children to settle quickly. Children form strong attachments with the nurturing childminder and develop secure foundations on which to build their learning. The childminder consistently engages children in conversation and provides cuddles and support. Children feel safe and secure in the well-organised play areas. They quickly become involved in the activities available to them.

The childminder provides a broad curriculum for children and is ambitious for what they can achieve. She accurately assesses children's development and provides extra support where needed. This helps all children to make good progress.

The childminder promotes positive behaviour and values children as individuals. She helps them to understand their feelings and label their emotions. This creates a culture of respect, and the children are kind to one another. The childminder encourages good manners. Children are polite, and they say 'please' and 'thank you' to the childminder and to each other. The childminder is generous with the praise she gives to the children, which gives them a sense of pride in what they have achieved.

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

- Children love the freedom of being outdoors in the fresh air. The childminder has a strong focus on outdoor learning. She ensures that children have time and space to explore her outside environment. The childminder shares children's joy and their awe and wonder of the world they live in. For example, children investigate with magnifying glasses, and they look for bugs. The childminder shares children's curiosities and gives the children new information as they learn about different habitats. Children learn new words that support their communication and language skills. The childminder also makes good use of local community groups where children grow produce and enjoy sensory play.
- Children benefit from the high-quality teaching provided by the childminder. Overall, she stretches and challenges children to support them to achieve to the highest level. For example, children help to prepare a snack for themselves and their peers. They cut up vegetables, such as peppers and cucumber. They learn about size, colour and shape. Children talk to the childminder about the large and small scoops of hummus they add to the plates. The childminder uses such opportunities to support and develop children in all areas of learning. Children then consolidate this new learning as they use new language in their own play. However, during routine activities for example, younger children are not provided

with the same level of interaction from the childminder. Therefore, at times, their development is not as consistently well promoted.

- Children's hygiene practice is promoted well. They understand the importance of handwashing. For instance, children wash their hands after using the toilet, before they eat and after they have played in the garden. Additionally, through the good support of the childminder, children learn to manage their own safety and take controlled risks. As a result, they are developing strong foundations in their self-care skills and understanding of good health and safety.
- Partnerships with parents are strong, and the childminder knows families very well. She keeps parents well informed of their children's progress through an online system and offers ideas to support children's learning at home. The childminder provides a setting that gives children and their families a 'home-from-home' feeling.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She has a commitment to continuous professional development. The childminder has completed lots of additional training to strengthen her knowledge of childcare. This includes caring for children with special educational needs and/or disabilities, which is a strength of the childminder.
- Children develop essential skills in readiness for school. They are keen and motivated learners. The childminder plans good transition arrangements for children, and she promotes continuity of learning. This means children are well prepared for the move on to the next stage of their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children. She understands the types and signs of abuse. The childminder has completed extensive training in all areas of child protection. She is aware of her role and responsibility to protect children. The childminder talks with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if there is an allegation of abuse made against herself or another adult in the household. The childminder is well organised and makes sure that she cares for children in a safe and secure environment. She supervises children well, and her ongoing risk assessments help to minimise any hazards.

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

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

- ensure that younger children are provided with the same level of challenge and support as the older children during routine activities, such as snack time.

## Setting details

<b>Unique reference number</b>	EY442908
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10305257
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	15 February 2018

## Information about this early years setting

The childminder registered in 2012 and lives in the Bramley area of Leeds. She operates all year round, Monday to Friday, from 7am to 5pm, except on bank holidays and family holidays. The childminder has a level 5 qualification.

## Information about this inspection

### Inspector

Lindsay Dobson

### 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector discussed the childminder's partnership working with parents.
- The childminder provided the inspector with a sample of key documentation.

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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