

Childminder report

Inspection date:

4 July 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

Summary of key findings

This provision meets requirements

- The childminder has carried out a thorough risk assessment of her home. She ensures that her setting is a safe and suitable play environment for children. The childminder provides a wide variety of resources for children, to support children's learning and play. She describes how she will use puppets and books to widen children's vocabulary. The childminder aims to find out about children's starting points from parents. She plans to find out about children's interests and favourite toys. This will help her to plan for children's next steps in learning.
- The childminder understands the importance of providing opportunities for children to be physically active. She intends to take children outside on a daily basis, whatever the weather. The childminder plans to teach children how to navigate space, by running in the park. She wants children to learn ball skills, such as throwing and catching. The childminder aims to provide opportunities for children to explore sand and play dough. She recognises that these experiences will support children in developing their pre-writing skills.
- The childminder describes how she would support children in regulating their own behaviour. She explains how she would help children learn how to manage their emotions. The childminder will use sensory bottles filled with glitter and water, to help children feel calm and focused. She aims to promote good manners and teach children to take turns. The childminder understands that these skills will help children to build positive relationships with their peers.
- The childminder is passionate about promoting children's self-esteem and well-being. She describes how she would build children's confidence, by providing opportunities for them to succeed. The childminder recognises that some children may need extra support when settling in. She talks about how she would encourage children to bring in family photos and comfort items from home. The childminder knows that this helps children to feel emotionally safe and secure.
- The childminder explains how she would support children who speak English as an additional language. She describes how she would introduce familiar music and songs from children's home languages into the setting. The childminder talks about how she would learn meaningful words in these languages. She would use these words alongside English words, to support children's understanding of new vocabulary.
- The childminder aims to build strong relationships with parents. She plans to speak with parents regularly, and keep them up to date about their child's progress. The childminder explains how she will share photos of children's learning with parents. She intends to share ideas about activities that they can do at home, to further support their child's development. The childminder talks about how she would share information about children's development with other settings that they attend. She understands the importance of providing consistency for children's learning.
- The childminder has continued to improve her skills and knowledge. She has undertaken training on behaviour and food hygiene. The childminder discusses

the ways that she can improve her practice, by seeking advice from a local authority adviser. She has recently renewed her paediatric first-aid qualification. The childminder has further plans to undertake a safeguarding refresher course.

- The childminder demonstrates a good understanding of her responsibilities regarding safeguarding children and child protection. She can describe the signs and symptoms of abuse and neglect. The childminder knows the procedures that she must follow if she believes a child is at risk of harm. She knows the actions that she must take if an allegation is made against her.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	2561355
Local authority	Kirklees
Inspection number	10221671
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Huddersfield, West Yorkshire. She provides care during term time only, Monday to Friday, from 7am until 5.30pm. The childminder holds an appropriate childcare qualification at level 2. She provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how she would ensure it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- 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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