

Childminder report

Inspection date: 28 January 2025

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

Children are confident in their play and show enthusiasm when engaging in activities that the childminder provides. She considers these activities and resources and ensures that they are of interest to the children. This supports their development effectively, overall. For example, young children and babies are able to play with water and plastic cups. This provides them with opportunities to develop through sensory play and exploration and helps to develop their gross and fine motor skills. The childminder also considers children's next steps for learning and what she must do to support these. The childminder encourages positive behaviour by praising children for their efforts and achievements. She supports their understanding by having clear rules for the setting.

The childminder shows care and affection for the children. She supports their self-esteem by responding to their individual needs swiftly and providing reassurance when children show signs of being upset and frustrated. The childminder knows the children very well. She takes the time to get to know them and their families so that she can support them better. The childminder establishes consistent routines for babies and young children that enable them to understand what is happening, which promotes their feelings of security.

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

- The childminder understands child behaviour and recognises when children become distracted in their learning. In the main, she uses what she knows about the children and their interests to support them and to introduce new activities and resources to support stimulation. This re-energises their interest, broadens their experiences and promotes learning. The childminder also uses this information to inform her curriculum planning for children's next steps in learning.
- The childminder engages well with children and promotes conversation skills by talking to them constantly during learning activities. For example, children play with the water and discuss filling and emptying the cups and collecting the small objects placed in the water. This builds on children's knowledge and understanding of concepts and words such as pouring, half, full, empty and scoop. The childminder also extends this knowledge by explaining how the spoon can be held.
- Children show confidence in exploring their activities and are enthusiastic to be involved. For example, the childminder presents a selection of coloured play dough and equipment for children to access at will, and children are keen to engage in it all. The childminder patiently explains how the utensils are used so that the children develop a greater understanding of safe practice.
- Parents say that they are happy with the care and learning their children receive.

They say that their children enjoy their time with the childminder and that they value the variety of activities provided. Parents say that their children make good progress with the childminder. Parents use words such as 'nurturing' and 'warm' to describe the childminder.

- Children are encouraged to be independent. This is done through a series of activities, including being encouraged to make choices and decisions and feeding themselves. However, this is not always done consistently. For example, the childminder will encourage older children to feed themselves but will help them to get dressed. This becomes confusing for children who are learning about how to be independent and, as a result, this impacts on children's personal development.
- Although the childminder uses her curriculum planning to provide activities to children of different age ranges, she lacks confidence in delivering these effectively so that all children are able to participate fully. This results in some children not being able to access the activities for a sufficient amount of time to promote their development.
- The childminder takes children on regular outings, including to playgroups and playgyms and meeting up with other childminders. This enables children to develop their social and interaction skills as well as providing them with further opportunities to build on their physical and gross motor skills.
- The childminder reflects on her practice and experience and uses this to engage in further training and professional development. This supports her knowledge and understanding in making improvements to her policies and procedures on how her provision is organised and managed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the continued engagement of children during activities to further support their development
- be consistent in providing opportunities for children to further develop their independence.

Setting details

Unique reference number	310774
Local authority	Kirklees
Inspection number	10375776
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	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 1995 and lives in Birstall. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views, from written statements.

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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