

Childminder report

Inspection date: 12 March 2024

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 feel safe and secure in the care of this friendly childminder. She spends time getting to know children before they start. She builds strong relationships with children and their families. Children seek the childminder out for comfort, and they receive lots of positive praise and encouragement as they play. They clearly enjoy each other's company. Children behave well and demonstrate kindness to each other. For instance, they pass toys and give cuddles to younger children without prompting. The childminder models the behaviours she expects, and children know the routine well. Children happily share toys and take turns in their play. They spontaneously take their shoes off and place them tidily in the entrance, when they arrive at the childminder's home.

The childminder understands how children learn and she plans activities which support children's interests. She sequences her curriculum through a mix of adult-led and child-initiated activities. Children make good progress in their learning. The childminder provides children with daily opportunities to be active. Children enjoy rolling and kicking a soft ball to each other in the playroom. They go on countryside walks, visit local parks and soft-play gyms in the local community. These activities help to develop children's physical skills.

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

- The childminder has clear intentions for children's learning. She uses regular observations to assess children's development, identify any gaps and plan the next steps in their learning. The childminder works with parents and other settings children attend. She makes sure the children in her care are making progress and are ready for the next stage in their learning, and the move on to nursery and school.
- The childminder promotes children's communication and language development well. She joins children's play and offers a narrative of what they are doing. The childminder models new language through repetition. She asks a good range of questions to support children's thinking. Children are confident to speak in the group and share their thoughts and ideas. The childminder introduces new vocabulary, such as tulip and stalk, through activities, songs and stories. She speaks clearly to children.
- Children learn about a healthy lifestyle. The childminder provides nutritious home-cooked meals, and healthy snacks. She provides water for children to drink and encourages them to keep hydrated throughout the day. Children understand the need to wash their hands before they eat, and they talk to the childminder about oral hygiene. Children are looked after in a safe environment, which is regularly risk assessed by the childminder. They learn how to manage their own safety through the childminder's gentle reminders and clear

explanations.

- The childminder provides children with a good range of activities and resources that they can freely choose from, and which support their interests. This includes a good range of role-play activities. Children spend time playing with the dolls and pretending to have a picnic with the associated resources. Children are happy for the childminder to be involved and extend their play. Furthermore, they happily include younger children in their game. However, when the childminder prepares a planned activity, she does not give enough thought to the differing abilities of children. This means, at times, children are not effectively challenged to the highest level. For instance, during craft activities, most-able children do not have the autonomy to demonstrate their individual creativity.
- Early mathematical learning is skilfully woven into children's play by the childminder. Children can count confidently by rote and are learning the properties of numbers by grouping objects. Children learn about size and shape through effective questioning. The childminder uses songs and rhymes with props, to build on and consolidate children's understanding of mathematical concepts.
- The childminder shares valuable information with parents on a daily basis. This includes photographs and daily conversations. Parents are confident in the care provided by the childminder. She is experienced and makes sure that she puts children's safety and well-being at the heart of her practice. The childminder has great pride in her service. She attends mandatory training and identifies additional professional development opportunities to enhance her own knowledge and skills.

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:

- ensure planning is more carefully considered to challenge children and extend their learning during adult-led activities.

Setting details

Unique reference number	310812
Local authority	Kirklees
Inspection number	10312172
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 1993 and lives in the Colne Valley. The childminder operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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 setting.
- The childminder and inspector discussed the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder shared information about how she works in partnership with parents.
- The inspector held discussions with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector observed the interactions between the childminder and children in the dedicated playroom.

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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