

Childminder report

Inspection date: 8 July 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and homely environment where children settle quickly and feel secure. Children are motivated to learn and independently explore the toys and play activities provided. Young children are becoming confident in their play. They return to the childminder for a reassuring cuddle when they are tired. The outdoor learning environment is exciting and stimulates children's senses. There is a range of interesting toys and equipment for children to access. They show confidence in choosing what they would like to play with.

Children of all ages make good progress in their speech development and are confident communicators. They excitedly shout out the phrases they know from their favourite books as they read together with the childminder. Babies are starting to babble, and they enjoy warm interactions with the childminder and their older peers. Children learn how to be kind and to play cooperatively with one another. The childminder plays alongside children and reminds them about good behaviour. Children behave appropriately for their age. They are learning to take turns and to share resources. Children anticipate what they will be doing next, showing that they are familiar with the routines.

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

- The experienced childminder has a good knowledge of the learning and development requirements. She provides a programme of activities to help all children have access to a broad range of experiences. The childminder carries out regular assessments of children's progress. As a result, she knows what children need to learn next to move on to the next stage in their learning, and how to support them.
- The childminder has identified that the COVID-19 pandemic has negatively affected some young children's speech and language development and their confidence. Consequently, she has adapted her programme to focus on these areas of learning.
- The childminder joins children in their play. She increases children's imagination and engages in meaningful conversations. Children learn to count during activities and identify colours. However, the childminder does not consistently use mathematical language or concepts to extend children's understanding further.
- The childminder is skilled at supporting children to keep on trying and to do things for themselves. For example, when younger children become frustrated as they try to make bubbles with giant circular wands, she mimics the arm movements to show them how to achieve their goal. She encourages them and provides clear guidance to help them. In turn, this helps children to develop the

important muscle strength in their arms, to support their future writing skills.

- Children are learning to be independent. They learn to wash their hands, take off their shoes and climb at an early age. Children develop high levels of self-esteem. They gain confidence from feeling like they are capable. The childminder offers children lots of praise and encouragement. Children offer cuddles and affection to show their feelings.
- Children are well prepared for their next stages in learning. The childminder works closely with staff at nurseries and schools. They work together to ensure children benefit from a smooth transition. As a result, children are well prepared and excited to move on to the next stage in their learning.
- The childminder works well with other professionals, such as health visitors. She understands the importance of sharing information to ensure consistency in children's care and learning.
- The childminder keeps her knowledge up to date. For example, she attends regular paediatric first-aid and safeguarding training. She is reflective of her practice and regularly asks parents for feedback. However, more recently, she has not considered training opportunities where she could build on her existing knowledge and skills, to raise the quality of teaching to the highest level.
- Partnerships with parents are good. Parents comment on the childminder's warm interactions, flexibility and close attention paid to children's individual needs. Parents are also pleased with the progress that children are making, particularly with regards to their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and knows how to recognise the possible signs of abuse and neglect. She is clear about the procedures to follow in the event of a concern about a child. The childminder demonstrates a good awareness of child protection issues, such as exposure to extreme views. She works together with other agencies, who provide information and support to help to keep children safe. The childminder carries out regular checks on the indoor and outdoor environments to identify and minimise any hazards. This ensures that children's safety and well-being remain paramount.

What does the setting need to do to improve?

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

- identify professional development opportunities, to further strengthen existing knowledge and raise the quality of teaching to the highest level
- introduce more mathematical concepts during play to increase children's understanding.

Setting details

Unique reference number	310813
Local authority	Kirklees
Inspection number	10117213
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 6
Total number of places	10
Number of children on roll	10
Date of previous inspection	27 November 2014

Information about this early years setting

The childminder registered in 1984 and is in Holmfirth, West Yorkshire. She offers care from 7am to 6pm, Monday to Friday, all year round. She provides funded education for two-, three- and four-year-old children. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Yvette Brown

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.

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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