

Childminder report

Inspection date: 14 January 2020

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

The experienced and committed childminder has high expectations for every child in her care. She regularly monitors the progress that children make. For instance, she observes children's play and tracks their progress across the different areas of learning. Parents are kept well informed about their child's development through regular discussions and daily diaries. This enhances parents' understanding about how to best support their children's learning at home.

Children develop secure attachments with the childminder. They are exceptionally happy and settled in her care. Children snuggle up contentedly with her to share their favourite stories and books. The childminder supports children's language and communication skills well. She asks a wide range of challenging questions to encourage children to think more deeply. For instance, she encourages children to consider why some people might wear glasses. The childminder is a good role model and is gentle, calm and well mannered. She sets consistent boundaries and children learn to share toys and take turns. Children contribute to their own rules in the childminder's home. This further supports their good behaviour. Children visit a variety of places in the local area, including play gyms, parks and shops. This helps to develop children's understanding of the wider world and community successfully.

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

- The childminder reflects on her practice and the service she provides. She asks parents and children for their views on her setting and takes these into account when evaluating her provision. The childminder attends training, such as first aid and safeguarding. However, she does not focus her professional development precisely on enhancing her teaching skills and knowledge in order to improve learning outcomes for children further.
- The childminder encourages children to be independent. For example, children get their own water from the water dispenser and make their own sandwiches at lunchtime. Children manage their own personal hygiene routines effectively and are confident to seek help if required. The childminder ensures that all meals and snacks are healthy and nutritious. Children have lots of opportunities to play outdoors and access fresh air and exercise.
- Children's mathematical skills are supported exceptionally well throughout the day. For instance, children count the number of pieces of fruit they choose at snack time and rapidly recognise numbers up to 20 when playing games. The childminder is skilled at challenging children's mathematical development further and encourages children to count backwards from 10. Children are motivated in their learning and concentrate well on activities that interest them.
- A gradual settling-in procedure supports children well to move from home to the childminder's setting. However, the childminder does not gather enough detailed

information from parents about children's capabilities at home when they first start at the setting.

- The childminder is a confident teacher. She provides a balance of adult-led and child-initiated activities, which enables her to meet the individual needs of all children. The childminder uses effective teaching strategies to help children to learn. For instance, she models how to take turns while playing games. Children are actively engaged in their learning.
- Children show a good understanding of feelings and emotions. For instance, they identify facial expressions of being 'upset', 'angry', 'surprised' and 'sleepy'. Children compare these feelings to their own.
- The environment is warm and welcoming. The childminder provides a wide range of good-quality resources that children can access independently. Children are confident and interact with visitors, demonstrating that they feel safe and secure in the environment. Children listen perceptively and respond well to requests from the childminder.
- The childminder has good relationships with the local primary school. She shares information with them through a daily diary. This helps to provide continuity in children's learning and care.
- Children use their imaginations to tell stories through their play. For instance, they enjoy pretending to make cups of tea to give to the childminder and their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the procedures she would use to identify and report any concerns to protect children's welfare. She has kept her knowledge up to date with wider issues of child protection, such as preventing children from being drawn into unsafe situations. The childminder keeps appropriate records. She implements policies and procedures effectively to support her good practice. The childminder carries out daily safety checks to reduce any hazards. This helps her to promote children's safety and welfare to the highest level.

What does the setting need to do to improve?

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

- work more closely with parents when children first start at the setting and gather more detailed information about what their children know and can already do
- focus opportunities for professional development more precisely on raising the quality of teaching to the highest levels, to continually improve the already good outcomes for children.

Setting details

Unique reference number	310888
Local authority	Kirklees
Inspection number	10063992
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 1995 and lives in Huddersfield. She operates all year round, Monday to Wednesday from 7.30am to 5.30pm, and Thursday from 7.30am to 3pm, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Judith Bodill-Chandler

Inspection activities

- The inspector observed the quality of education delivered during activities and assessed the impact this has on children's learning.
- A range of documents were reviewed, including evidence of the suitability of members of the household.
- A walking tour of the areas of the home used for childminding took place.
- The inspector held a number of discussions with the childminder.
- The inspector completed a joint evaluation of an activity with the childminder.

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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