

Childminder report

Inspection date: 7 November 2019

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 happy and settled with the childminder and her assistant. When they arrive at the setting, they eagerly go and explore the resources. Children move around the childminder's home with ease and confidence. They seek the childminder out for help and support when needed, demonstrating that they have developed a secure attachment to her. The childminder takes children on many different outings to enrich their social experiences. For example, they go to the local park, visit the garden centre for activity days and regularly take walks around the local countryside.

Children take part in activities that help them to learn about different traditions and cultures. The childminder takes children to local village events, such as coffee mornings and to watch the marching band. This helps children to feel like they are part of the community and promotes their understanding and appreciation of diversity. The childminder keeps animals on her land. Together with her assistant, they take children to feed the animals and help care for them each day. Older children explain that they like to feed the chickens and that they save their fruit peelings for the pigs. This helps children to learn about the world around them and show care and concern for living things.

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

- The experienced childminder uses her knowledge of children's development to track their learning and development effectively. 'All about me' documents are completed with parents to help the childminder to establish children's starting points when they first start at the setting. This helps her to baseline children's learning effectively and plan activities and experiences that promote their learning from the outset.
- The childminder and her assistant support children with additional needs. They work in partnership with other early years provisions that children attend. This enables them to develop strategies to promote children's speech and to encourage positive behaviour. However, the childminder has not established effective partnerships with external agencies. As a result, children do not consistently receive optimal support to help them make the best possible progress.
- The childminder and her assistant provide activities that promote children's critical-thinking skills. They plan experiences that allow children to explore and make discoveries. For example, the assistant plans an activity to help children learn about the weather. She provides a sensory tray and encourages children to use a fan to create their own wind effect. This helps them to learn about cause and effect and how things work.
- The childminder supports children's language skills well. She offers visual cues,

gestures and repetition to encourage children to use language and speech in their play.

- The childminder and her assistant complete all statutory training and strive to keep their knowledge up to date. They complete a continuous professional development log to record their training and reflect on what they have learned. However, the childminder does not target professional development opportunities to focus on the individual needs of the children that currently attend.
- The childminder and her assistant recognise the importance of working in partnership with parents. Parents comment very positively about the childminder and her assistant in their written references. They state that they provide exciting learning opportunities for children.
- The childminder supports children's early reading skills. Children focus their attention and listen with intent as the childminder reads a story about a fire engine. She encourages children's engagement and participation by inviting them to feel the different materials on the pages of the book.
- The childminder evaluates her practice effectively. She regularly provides parents with opportunities to share their views of the setting by sending out evaluation forms. This helps her to identify any areas for future improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly completes training within her childminding network group to update her good knowledge of child protection procedures. She ensures that her assistant also attends safeguarding training and that she is aware of her roles and responsibilities. The childminder has written policies in place to underpin her practice. She has a good understanding of wider safeguarding issues and knows how to report a concern.

What does the setting need to do to improve?

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

- establish successful partnerships with external agencies to ensure that children receive the support they need to make the best possible progress
- focus professional development more precisely to meet the individual needs of the children that currently attend.

Setting details

Unique reference number	EY232870
Local authority	Kirklees
Inspection number	10064006
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2003 and lives in Holmfirth, West Yorkshire. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Felicity Sutcliffe

Inspection activities

- The inspector completed a learning walk of the premises. She observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through the written feedback provided.
- The childminder discussed with the inspector her aims for children's learning and how she supports children to meet these.
- The inspector spoke to children during the inspection.
- The inspector held discussions 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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