

Childminder report

Inspection date: 31 October 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

The childminder has a secure understanding of how children learn and supports their progress during play. She provides a wide range of resources for children to choose from, along with focused activities to target individual learning needs. Children are happy and confident in their play. The childminder uses teaching strategies that suit the needs and stages of development of all children. Children thoroughly enjoy using the outdoor area where they dig in the sand, make marks using chunky chinks and roll cars down ramps. They develop all-round physical skills. Additionally, the childminder helps them develop mathematical awareness as they count each car, discuss the speed of them and drive them up and down the hill. Children confidently negotiate space and are starting to understand boundaries to keep themselves safe. They are secure in their stimulating environment. The childminder has consistently high expectations for children and encourages them to respect each other. Children say 'please' and 'thank you', and enjoy sharing during games. Older children like to choose toys they feel the younger children will enjoy. The childminder is passionate when helping children develop the skills they require for their future. She fully supports their independence and helps them achieve new goals.

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

- The childminder supports children's communication and language skills consistently during play. Children ask lots of questions and hold conversations with the childminder. They are interested in learning and confident to express themselves. During a pumpkin-carving activity, children describe textures and copy new words from the childminder as they 'scoop' and feel the 'slimy' insides. In addition, children use mathematical skills to solve problems as they work out which lid fits on which pumpkin and count 'hundreds' of seeds.
- Behaviour is well supported throughout the day. The childminder uses consistent strategies to help children overcome disputes and regulate their emotions if they are struggling. She offers large amounts of praise and enthusiasm when children share or follow desired boundaries.
- The childminder has good links with local schools and other early years professionals. She uses these connections to share good practice and seek advice if required. She works with other childminders to discuss changes to childcare guidelines and ensure that she keeps up to date with requirements. The childminder actively identifies areas within her service she would like to improve and reflects on her own skills effectively to develop herself further.
- Children enjoy spending quiet time with the childminder. They snuggle together while reading stories. Children interact well with each other, and the childminder uses a calming tone to help them feel safe and happy. During story time, children discuss the vegetables they see in the book and how they are good for

our diet. The childminder encourages healthy eating within her setting. She provides children with home-cooked food each day and additional fruit at snack time. Children wash hands regularly and take care of their own needs where possible.

- Parents comment positively on the care their children receive from the childminder and how much their children have made progress. The childminder shares information regularly with parents about children's development and goals. However, she has not secured strategies that enable them to share information from home more often.
- The childminder offers a wide range of learning opportunities that reflect children's emerging interests and individual needs. For example, they recently visited the local town to see the fire station and the bank. In addition, they attend regular toddler groups where they develop new friendships and become aware of other people within their community. Although the childminder helps children become aware of the similarities and differences people have, she does not consistently demonstrate non-stereotypical behaviours during play. For example, she refers to police 'men' and 'Mummy using an iron'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant about keeping her safeguarding knowledge up to date and plans regular training. She fully understands her role for identifying when a child may be at risk of harm and how to report any concerns about their welfare. In addition, she has a good awareness of the possible risks to children when using the internet, including extreme behaviours and grooming.

What does the setting need to do to improve?

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

- strengthen strategies that encourage parents to contribute more information about their child from home
- help children understand how to be unique, and model non-stereotypical behaviour during play.

Setting details

Unique reference number	EY240294
Local authority	Kirklees
Inspection number	10063964
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 September 2015

Information about this early years setting

The childminder registered in 2003 and lives in the Golcar area of Huddersfield. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector observed the quality of education delivered during activities and assessed the impact this has on children's learning.
- The inspector and the childminder completed a 'learning walk' around all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household
- The inspector took account of the views of parents through written feedback provided.
- 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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