

Childminder report

Inspection date: 26 March 2025

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 creates a family-friendly environment, where children feel nurtured and safe. Children thrive in their physical skills, as they feel secure to explore the environment. They independently play indoors and outdoors. Children excitedly explore the resources and ask for toys and games they like to play with. The childminder creates an environment, where children feel safe to express their views and ask for help. Children ask to take the dolls and highchair outside, and ask for the sticks to sing action songs.

Children have exemplary behaviour, as they use their manners independently. They help each other and share the toys, asking if they can use the pram next. The childminder promotes this through discussions about sharing and turn taking. For example, the childminder asks the children to take turns taking an object out of a bag, which indicates a nursery rhyme to sing. Children excitedly sing the songs and use the actions.

The childminder chooses activities that the children are interested in, such as the life cycle of a caterpillar. Younger children enjoy posting the items the caterpillar eats into a model of the insect and name the fruit. Older children discuss the cocoon before the butterfly flies away. The childminder continually communicates with the children. She explains what is happening and children thrive in their language skills, as they feel comfortable to talk about their day.

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

- The childminder considers children's interests and next steps when choosing activities. She adapts experiences for the different abilities, to add challenge to their play. For example, adding a sack race for the older children, when they are running races. The childminder evaluates frequently and makes changes so that the child's needs are met.
- The childminder has a clear vision and what she wants the children to learn. She ensures that families are welcomed into the setting and feel part of their children's learning journey. The childminder shares information with parents and involves them in assessments. She also supports parents with advice and guidance. This ensures children's learning and development is consistent.
- The childminder promotes positive behaviour. She offers praise with an explanation. Children understand what they have done well. For example, she says 'that was so kind to share your baby'. The childminder listens to the children, as they express their own opinions. This helps children to feel valued and respected. They feel safe and secure with the childminder.
- The childminder is quick to respond to children's requests and needs. She adapts the routine to respond to children's ideas, such as playing outside. However, the

childminder does not enable children to consider how to fix a problem by themselves. For example, asking the older children how to fix the car wash that has fallen down.

- The childminder promotes physical development in a variety of ways. She encourages actions throughout singing songs, such as jumping and using sticks for rhythm. Children go to the park to support gross motor development. They enjoy using stepping stones for balance. Children are independent during meal times, feeding themselves and using cups for drinking.
- The childminder creates strong links with the local school, ensuring transitions are smooth for children. She works with the school for advice on how to prepare children with the skills they need for school.
- The childminder refers to professionals for children with special educational needs and/or disabilities. She uses this advice to support development. The childminder adapts activities to include all children and reinforces learning through repetition.
- Parents are highly complimentary about the service the childminder provides. They feel the impact of the boundaries set and promotion of being kind on their children. Parents comment on the support the childminder gives to them. They comment on the excellent progress their children have made with language and communication.
- The childminder is reflective about her practice and seeks other professionals for advice. This is to ensure that she is continually offering the service the children need. The childminder continually evaluates what is working well. She uses her professional reading to inform her practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- plan further opportunities for children to problem solve and work out solutions by themselves.

Setting details

Unique reference number	EY248569
Local authority	Calderdale
Inspection number	10376120
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	17 May 2019

Information about this early years setting

The childminder registered in 2003 and lives in the Hove Edge area of Brighouse. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Laurafay Muranka

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents and the local school shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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