

Childminder report

Inspection date: 12 September 2024

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 demonstrate warm affection for the childminder, which she reciprocates towards children. The childminder is highly respectful and politely makes requests, which children follow immediately. Children use manners without being prompted and offer to help the childminder and each other. For example, when babies drop something from the high chair, older children fetch it for them. When younger children become unsettled as they wait for their snack, older children reassure them. The childminder teaches children to care for one another and themselves. Children are proficient in washing their hands and using the toilet independently. They recognise some healthy foods and know that it is dangerous to leave things on the floor as people might trip.

Children are emotionally secure and feel very safe in the care of this skilled childminder. This means that children feel very confident to make their own choices and explore their ideas. They role play and concentrate for long periods. The childminder offers support and resources to allow children time to make connections between the real and imaginary world. She plans a varied curriculum. The childminder has high expectations for children and ensures that they learn the skills they need to be ready for school and beyond.

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

- The childminder is very successful in developing children's language skills. She places a sharp focus on holding back-and-forth conversations with children. This enables children to speak confidently about a range of subjects. For example, they clearly explain the difference between a seal and a sea lion.
- Children love to share books with the childminder. She develops their reading, vocabulary and comprehension skills by repeating key words and pointing to pictures that match text. Children listen carefully. Babies attempt to copy some of the words and join in, pointing to the objects in the book. Older children demonstrate they are very familiar with stories as they recite repeated phrases when the childminder pauses. Children visit the local library often and take part in singing and story sessions. They are able to talk about their favourite books and clearly show a love of literacy.
- The childminder ensures that children have many opportunities to develop their physical skills. Children use one-handed tools effectively and begin to show a preference for a dominant hand. Older children use scissors competently and hold pens, using a pincer grip. They make marks and give meaning to them, utilising them in their role play. For example, they take the register and write notes as they pretend to be a delivery driver. The childminder supports babies to develop their hand-eye coordination. For example, she encourages them to post objects through holes and attempt to brush their hair. Children develop the

dexterity they need to develop proficient writing skills in the future.

- The childminder has a good knowledge of each child's skills and abilities. She regularly updates parents with information about what children have been learning. However, she does not use the knowledge gained from observations of children's learning to identify precise next steps in learning. This means that any gaps in children's learning are not rapidly identified and their learning is not fully maximised.
- Children behave very well. This is because the childminder gives clear explanations about the rules and why things may be unsafe. Children have positive attitudes towards their learning and engage with activities with enthusiasm. For example, babies giggle with delight when the childminder sings familiar songs. Children become curious and motivated learners.
- Children begin to develop their knowledge of the wider world as they visit local museums and shops. However, they do not have consistent meaningful opportunities to learn about different people and communities.
- The childminder is committed to improvement. She frequently updates her knowledge through attending courses. The childminder provides an inclusive environment, adapting it to meet the needs of the children attending. This means that all children, including those with special educational needs and/or disabilities, have access to the full curriculum.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- use observations of children's learning more precisely to identify children's next steps in learning
- review the curriculum to ensure that children have meaningful experiences of diversity, to promote an understanding of different communities and people.

Setting details

Unique reference number	EY320070
Local authority	Kirklees
Inspection number	10357607
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	6
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2005 and lives in Batley, West Yorkshire. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification equivalent to level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- The inspector took account of written feedback from parents.
- The childminder discussed her policies and procedures with the inspector.
- The inspector viewed the areas used for childcare, inside and outside.
- The childminder and the inspector held a meeting.
- The inspector reviewed the childminder's safeguarding documentation.
- Children spoke to the inspector and discussed their favourite books.

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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