

Childminder report

Inspection date: 24 April 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

Children are happy and secure in this warm and friendly setting. They benefit from the strong bonds they have with this experienced and caring childminder. The childminder knows children well. She works well with parents and carers. The childminder shares information with parents to ensure children's needs are met. Children are confident and ready to learn in this setting.

Children benefit from quality interactions to meet their current learning needs. The childminder develops an effective curriculum, which considers children's knowledge of their uniqueness. She provides lots of opportunities for children to discuss this through carefully selected props that represent diversity. This helps children to begin to develop an understanding of diversity, preparing them for life in modern Britain.

The childminder regularly attends local playgroups and play gyms with the children. She uses these opportunities to enable children to extend their peer group and gain confidence in social settings, which prepares them well for their next stage in learning. The childminder places a focus on children learning about nature. She provides regular opportunities for children to access nature in the local parks. Children happily recall their trips and how they greet the people that they meet. They learn about the world around them and develop an understanding of their community.

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

- The childminder has responded well to the recommendations raised at her previous inspection. She regularly completes training to enhance her knowledge and skills. For example, she has recently attended training for autism awareness, language development and child exploitation. This means that she has the skills to keep children safe and recognise their unique learning needs.
- The childminder supports children well to develop their skills to become independent. She provides many opportunities to promote children's self-care skills. For example, during snack time, the childminder interacts well with children and role models safe practice as she supports children to chop their fruit. This helps children to gain the skills and resilience to prepare them for their next steps at school.
- Partnership with parents is well established. Parents describe good communication with the childminder. They know what their children are learning and how to support this at home. The childminder achieves this through an effective induction process, daily chats and a secure app to share experiences. This helps children to make good progress and continually build on their learning.

- Children learn to be healthy in this setting. The childminder is currently teaching children about dental health. She has a good selection of props and puppets to support children's learning. While sharing a book about going to the dentist, she encourages children to recall their own experiences. Children develop a good knowledge of how to be healthy and the people who support them to achieve this.
- The childminder has high expectations for children's behaviour. She provides a calm and well-organised environment, where children have good levels of engagement. Children are beginning to show a good understanding of their emotions. For example, while sharing a book about feelings, children recognise their own emotions and what makes them happy. As a result, children develop an understanding of what makes them unique.
- Children's language skills and vocabulary are developing well. They are confident communicators and are happy to share their opinions. For instance, as children talk about their favourite food, the childminder provides support and takes time to listen. She models language well and uses repetition to consolidate children's learning.
- The childminder has clear intentions for her curriculum. She knows how to adapt her interactions as she uses resources to engage children and extend their learning. For example, she recognises children's love of books and uses this to extend their learning in all areas of development. Children move freely between activities indoors, demonstrating good levels of engagement. However, outside, children do not have independent access to resources to lead their own learning. The childminder does not think about what children who prefer to learn outdoors need to learn next. Children are therefore less engaged in their learning when playing outside.

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:

- plan more precisely for children who like to learn outdoors to motivate and engage them in their play further.

Setting details

Unique reference number	EY336468
Local authority	Calderdale
Inspection number	10392177
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	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 August 2019

Information about this early years setting

The childminder registered in 2006 and lives in Elland. She operates all year round, from 7.30am to 5pm on Monday to Thursday, and from 7.30am to midday on Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Debbie Crookes

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation of a mathematical activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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