

Childminder report

Inspection date: 31 July 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 are happy and settled in the childminder's welcoming home. They leave their parents excitedly, ready to have fun. Children explore the learning environment confidently. They independently select the toys they want to play with. Children have a positive attitude to learning and enjoy the activities on offer. They smile happily as the childminder supports their play. The childminder knows the children well. This is because she finds out what children know and can already do before they join the setting.

The childminder provides a home-from-home learning environment. Children feel comfortable, safe and secure. They communicate their needs well and seek the childminder out for a cuddle when needed. Children's emotional and physical well-being is well supported. They enjoy taking part in yoga and dance sessions. The childminder encourages children to talk about their feelings and offers reassurance to those who struggle to regulate their emotions.

The curriculum is ambitious for all children. The childminder plans activities that cover all areas of learning. Children learn about the world around them. They visit the local farm, shops and the library. Children are given opportunities to socialise with their friends when they visit playgroups and play gyms. They develop a real sense of community. These experiences contribute to children's good progress in learning.

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

- The curriculum is based on children's interests. Children take the lead and thoroughly enjoy the learning opportunities on offer. They engage in role play, get creative with stickers and pens and count cars as they roll down a ramp. However, the childminder does not consistently provide children with learning opportunities that deepen their knowledge and understanding. This means that, on occasions, children do not learn as well as they could.
- The childminder supports children's developing communication skills very well. Children benefit from frequent story sessions, read enthusiastically by the childminder. They sing songs and explore different sounds using a variety of instruments. They giggle with delight at the sound of a 'rain maker' and use a drum to make loud and quiet sounds. The childminder offers a gentle narrative as children play. As a result, children are confident communicators.
- Children benefit from healthy and nutritious meals throughout the day. Fresh drinking water is always available. Opportunities for children to develop their physical skills are plentiful. They visit local play gyms and enjoy getting active in the garden on balancing bikes and other large play equipment. Children learn how to stay healthy and strong. They talk about the importance of brushing

their teeth and visiting the dentist.

- The childminder has a clear vision for the setting. She is passionate about providing the highest possible care for children. She works in partnership with the local authority early years support team and keeps her safeguarding knowledge up to date. However, the childminder has not attended any training to further improve her understanding of some curriculum areas. At times, the delivery of the curriculum is not of the highest standard.
- The childminder has clear expectations for behaviour. Children listen and respond to instructions. They are happy to help at tidy-up time. This is met with lots of praise and encouragement. Children's developing independence skills are well supported. They are proud of their achievements. Children behave very well and have positive emotional well-being.
- Parents are very complimentary about the setting. They talk about how welcoming and supportive the childminder is. They are pleased with the ways in which the childminder informs them about their children's progress. Parents talk about the childminder's home-from-home environment and that they consider her part of their family.

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:

- ensure that activities consistently provide children with opportunities to deepen their skills, knowledge and understanding
- take up further development opportunities to help ensure that the delivery of the curriculum is of a consistently high standard across all curriculum areas.

Setting details

Unique reference number	EY361405
Local authority	Kirklees
Inspection number	10351601
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 September 2018

Information about this early years setting

The childminder registered in 2007 and lives in Cleckheaton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector 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.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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