

Childminder report

Inspection date: 22 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder understands the children in her care and knows how to help them develop and learn. She considers activities and resources that are of interest to the children and that support their development effectively. The childminder is organised in her approach to children's learning and bases her decisions for planning future activities on her observations of children when playing. For example, young children are able to build on their prior knowledge of numbers and counting as the childminder engages them in an activity that encourages them to recognise numbers on cards. All children make good progress from their individual starting points.

Children are confident and have a good level of self-esteem. For instance, they are happy to tell the inspector what they like to eat and what they have had for breakfast. The childminder offers encouragement to support children's self-confidence and responds sensitively to their individual needs. The childminder promotes children's independence and personal care routines. For example, children are encouraged to use the toilet facilities independently to wash their hands regularly. The childminder has clear boundaries for all children, and she is a good role model. Children behave well.

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

- The childminder provides activities that consider specific curriculum focuses, including social and emotional skills, along with a particular emphasis on early mathematics. She monitors children's development and reflects on what they have learned so that future planning ensures they make good progress. For example, the childminder supports children with counting items by using their fingers to point.
- The childminder encourages children to access various resources to support their development. For example, children play with the building blocks, and the childminder uses this opportunity to enhance their knowledge and understanding of colours as well as numbers. She does this by asking the children about the colours of objects as they count them.
- Although the childminder engages with the children and encourages their communication and language skills, this is not always done consistently. This means that some opportunities to have conversations that would expand children's vocabulary are not planned for effectively. This impacts on children's language development and hinders progression.
- The childminder takes children on regular outings, including to parks, play gyms and meeting up with other childminders. This enables children to develop their social and interaction skills and provides them with further opportunities to build on their physical and gross motor skills.

- Parents report that they are happy with the care and learning their children receive. They say that their children enjoy their time with the childminder and that they value the variety of activities provided. Parents report that their children make good progress with the childminder.
- The childminder supports children to understand the rules and boundaries of her setting. She is clear and consistent in her expectations for children's behaviour. The childminder deals with challenging and unwanted behaviour calmly and sensitively.
- Children display confidence in the childminder's setting. They are able to make choices and decisions for themselves about the activities they want to participate in. Children talk freely about their preferences with food. This enhances their personal development.
- Affection is shown between the childminder and the children in her care. For example, children give the childminder cuddles while she sits on the floor with them. The childminder understands child behaviour and recognises when children become distracted in their learning. The childminder acts quickly to support this and introduces new activities and resources to support additional stimulation.
- The childminder works with parents to support young children's care routines, including toilet training and nap times. The childminder does this by gathering information from parents and then organising her provision to accommodate parents' wishes.

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:

- provide more opportunities for children to engage in conversation and language development activities to support their vocabulary.

Setting details

Unique reference number	EY410141
Local authority	Kirklees
Inspection number	10364266
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	18
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Marsden, Huddersfield. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She offers government-funded places for childcare.

Information about this inspection

Inspector

Marie Briggs

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.
- Children spoke to the inspector about what they enjoy eating when they are with the childminder.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children and took account of these.

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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