

Childminder report

Inspection date: 25 January 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 enjoy coming to the childminder's home. Well-planned transitions mean that they settle quickly. Detailed information about children's care routines is obtained from parents, and this is reflected in the setting. This gives children a feeling of security. Children develop close relationships with the childminder. She is patient and nurturing. They sit on her knee to explore resources, such as musical instruments, and are reassured by having her close. This supports children's emotional well-being. Children begin to build relationships with other children as they play alongside each other happily. Age-appropriate guidance from the childminder helps them understand how to behave, share and take turns.

Children develop their independence from a young age. The youngest children learn to hold their own cup with handles and to use a spoon to feed themselves. Children benefit from a healthy, balanced diet. Babies enjoy trying a range of foods, such as chilled watermelon to cool their gums when they are teething. Children have space to crawl and explore their environment and use furniture to begin to pull themselves up. They develop their hand-eye coordination when they stack blocks. They laugh as they knock them over and stack them again.

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

- The childminder has a good understanding of how children learn. She works with parents to find out what children already know and can do and what their interests are. She completes regular assessments of children's development and shares these with parents. The childminder uses the information she gathers to plan activities that capture children's curiosity and promote their next steps. For example, babies enjoy banging objects together to make different sounds. The childminder sits on the floor with them and shows them how to play.
- The childminder promotes children's communication and language skills well. She models language throughout their play. She encourages babies to babble. The childminder conveys meaning through gestures and facial expressions during her communication with babies. She has linked into the local authority's initiative to bring music to children. For instance, she sings rhymes to children, such as 'Horsey Horsey don't you stop'.
- Children visit a range of places in the local area. This supports their understanding of their community and the world around them. Children choose books from the local library to read in the setting. Sharing stories promotes their early literacy skills. Children learn what makes them unique through stories, such as 'Are we alike?' The childminder celebrates children's home traditions and cultures and talks to children about their different experiences of home.
- The childminder's partnerships with parents are secure. They appreciate the communications they receive. Parents say their children are happy to attend the

setting. They like that children go to groups and meet up with other children. The childminder teaches children to keep themselves safe. She talks to older children about the possible risks to them in the wider community, such as knife crime and county lines. The childminder shares information that she receives from school with parents. For example, she shares guidance about children accessing age-appropriate media online. She also shares information from her training, such as safer sleeping for babies. This helps parents to keep their children safe.

- The childminder completes training to keep her knowledge up to date. For example, she has recently attended training in the new statutory framework for childminders. She has started to link with other childminders to share ideas and good practice. The childminder evaluates her practice. However, she does not regularly seek parents' views about her service or give them opportunities to contribute to change or improvement.

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:

- develop more ways for parents to share their views of her practice and support the drive for change and improvement.

Setting details

Unique reference number	EY413440
Local authority	Kirklees
Inspection number	10305198
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 February 2018

Information about this early years setting

The childminder registered in 2010 and lives in Huddersfield, West Yorkshire. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation.
- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how she evaluates the provision and her continuous professional development.

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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