

Childminder report

Inspection date: 14 February 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Babies show how they feel safe and secure as they wake from sleep contently. They seek physical and emotional comfort by snuggling into the childminder. Babies gaze at her as she strokes their face. They respond with smiles and move their arms and legs with excitement when spoken to. The childminder and her co-childminder offer a nurturing and welcoming environment. Toddlers show a sense of belonging. They independently access resources of their choice and start their own play. For example, they pick up balls, throw them and place them back in the box. Toddlers go and find objects when asked to by the childminder. They use single words and sounds in their play. For instance, toddlers say 'car, brrrm' as they hold the toy car. The childminder uses babies' and toddlers' names as she speaks to them. This helps them to focus and pay attention to what she is saying. The childminder has high expectations for all children. Children show their early social, emotional, physical and language development. They learn skills they will need for their future learning.

The childminder encourages good eating habits. Children sit in a highchair to enjoy their healthy food and have a go at feeding themselves. Toddlers begin to learn that some things are theirs and some things they share with others. The childminder has age-appropriate boundaries and routines in place. Children's behaviour is good.

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

- Children make good progress from their starting points. The childminder knows children well and plans an enjoyable curriculum based on their interests and next steps in learning. For example, she takes children to the railway station to support their love of trains. Children learn about the world around them.
- The childminder gathers information from parents to understand the learning opportunities children receive at home. She uses this knowledge to help broaden experiences for children. For example, she knows that some children have fewer opportunities to get out and about in their local community. The childminder takes children to nearby parks and duck ponds to enhance their physical well-being.
- Children visit the local library where they listen to stories. They also socialise with others and take part in creative activities. The childminder supports children's early literacy skills and their personal development.
- The childminder enhances children's communication skills well. She models building sentences by adding another word to children's spoken word. For instance, when toddlers say 'car', the childminder says 'the red car'. However, at times, she says 'handies' for hands and 'bot bot' for bottle. This does not help children to pronounce words in the correct way.

- The childminder works in partnership with parents. She gathers detailed information when children start with her to help identify their learning needs and individual care routines. Parents write how 'grateful' they are for the care and learning afforded to their children.
- The childminder keeps her mandatory training up to date. For instance, she has completed a paediatric first-aid course. However, the childminder has not pursued her own professional development fully to drive outcomes for children even higher.
- Babies sit on the floor supported by the childminder and attempt to reach forward for objects. They have adequate floor space to enjoy tummy and back time. The childminder supports babies' early physical development well.
- Toddlers move in a range of ways as they play. For instance, they run, jump and squat down to pick up objects. Toddlers pass toys from one hand to the other. They show good control in large and small movements.
- The childminder encourages parents to use their first language when speaking to their children at home. She then makes good use of books and songs to help children to understand new words. The childminder is respectful of children's cultural needs and differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm. She knows the possible indicators of child abuse and who to contact if she has concerns about a child's safety or welfare. The childminder also demonstrates knowledge of wider safeguarding issues, including county lines and female genital mutilation. She knows the procedure to follow in the event of an allegation against her or another adult. The childminder closely supervises children and removes any potential risks to keep them safe.

What does the setting need to do to improve?

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

- pronounce words in the correct way during children's play and activities, to support early language development further
- consider training opportunities to enhance professional development that benefits children further.

Setting details

Unique reference number	EY419363
Local authority	Kirklees
Inspection number	10221330
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 November 2015

Information about this early years setting

The childminder registered in 2011. She cares for children with another registered childminder in their home in Huddersfield. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jane Tucker

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 inspector observed the interactions between the children and the childminder.
- Children approached the inspector during the inspection.
- The inspector and the childminder discussed how the curriculum had been implemented and the impact this has had on children's learning.
- Parents shared their written views of the setting with the inspector.

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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