

Childminder report

Inspection date: 3 March 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 able to explore toys and resources in the childminder's setting and she provides them with opportunities to extend their skills. Children show enthusiasm and confidence in their learning as they select various activities to participate in. For example, children choose to play with the small-world toys and demonstrate imaginative skills before moving on to an activity that celebrates Pancake Day. This develops their understanding of how they are made. The childminder encourages children to contribute to group activities, which also supports children's social and interaction skills. The childminder has a small outdoor area that enables children to engage with additional role-play and home environment resources, which also promote children's development.

The childminder provides consistent daily routines for babies that also support their development and feelings of security. She promotes children's independence and personal care routines. For example, children are encouraged to use the toilet facilities independently and clean their hands regularly before meals. The childminder works hard to create and maintain secure attachments with the children in her care. These enable children to feel safe and secure. The childminder speaks to children with respect, which encourages them to do the same to others. She considers children's ideas and opinions and takes account of these when planning activities and outings.

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

- The childminder takes time to get to know and understand the children in her care, so she knows how to help them develop and learn. Overall, she considers a balanced curriculum that focuses on developing children's personal, social and emotional skills, along with physical development and language skills.
- The childminder arranges visits to the local library, in order to promote children's literacy skills. Children explore the range of books and select one to take home. The childminder uses children's book selection to inform her further curriculum planning. Children are encouraged to bring their library book to the setting, where the childminder will spend time reading to them, discussing the content or story of the book.
- The childminder supports children's communication and language development. She does this by listening to them and engaging them in conversations about different subjects. This enables children to practise these skills and develop their understanding. This helps to broaden children's vocabulary range.
- Children are encouraged to be independent. This helps them to develop their confidence and self-esteem. For example, the childminder encourages children to wash their own hands before eating and then choose their own seat at the lunch table. Children are also provided with cutlery to feed themselves. Children

are also confident to talk about what they enjoy doing and share their ideas with their peers. This helps to develop their social 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 use words, like 'caring' and 'safe' to describe the childminder's setting.
- The childminder works hard to develop consistent routines for children. Younger children have their needs met promptly as the childminder is quick to act. Older children are supported with their understanding of what comes next. This enables children to feel comfortable and confident while in the childminder's care.
- The childminder ensures that the setting is clean and hygienic. She has good practices in place to reduce the risk of infections spreading. For example, children are encouraged to wash and dry their hands regularly. The childminder also uses these opportunities to talk to children about the importance of good personal hygiene and care.
- Children show affection for one another and interact with each other positively. The childminder supports children's understanding of caring for others and encourages the children to help each other with their learning and associated resources. This not only supports children's social interaction skills but also their self-awareness.
- The childminder uses what she knows about children to present activities and learning opportunities to them. However, this knowledge is not always applied consistently to inform future planning. As a result, some activities that are delivered to children do not take appropriate account of their age and stage of development. This impacts on the progress children make.

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 activities for children with greater precision to ensure that they are appropriate for their age and stage of development and link to their next steps for learning.

Setting details

Unique reference number	EY456463
Local authority	Kirklees
Inspection number	10372209
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 10
Total number of places	12
Number of children on roll	8
Date of previous inspection	5 April 2019

Information about this early years setting

The childminder registered in 2012. She lives in the Longwood area of Huddersfield. The childminder works with an assistant. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector carried out observations of activities that the childminder presented and her practice.
- The inspector observed the quality of education being provided, indoors, and assessed the impact that this was having on children's learning.
- 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.

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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