

Childminder report

Inspection date: 4 November 2019

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

The childminder, her co-childminder and their assistant work well together. They have created a warm, welcoming and family-orientated safe environment for children to play and learn. The childminder and her team support each other, regularly evaluating their practice to make improvements. Children are happy and settled. They have formed secure bonds with the childminder. She reassures them regularly and reacts affectionately with a hug if they become upset. The childminder has created effective settling-in procedures when children first start. This helps to support their emotional well-being.

Children respond well to the high expectations the childminder has for their behaviour. They listen attentively and are beginning to understand that there are rules and boundaries. For instance, children help tidy away when asked and smile in appreciation when the childminder praises them for their efforts. The childminder quickly intervenes in minor disagreements, teaching children to respect each other and share and take turns. The childminder and her team understand how children learn. They know the children well. The childminder uses this knowledge to plan and prepare activities and experiences to support children to make good progress. For example, children show high levels of engagement when playing with sand. They use their physical skills to fill and empty buckets and moulds. Children build sandcastles. The childminder introduces new words such as 'empty' and 'full', which supports their mathematical learning and their growing vocabulary.

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

- The childminder gathers a wealth of information from parents when children first start. This helps her to identify what children need to learn next right from the very beginning. The childminder provides a wide range of interesting activities and experiences, which stem from children's interests and abilities. Accurate assessment enables her to identify any potential gaps in children's learning or development and swiftly seek additional support if necessary.
- The childminder supports children's communication and language well. She reads to children, pointing to pictures and asking children to repeat words. The childminder carefully questions children to prompt their thinking. However, on occasion, she steps in too quickly, not giving children enough time to answer before moving the conversation on.
- The childminder introduces the language of feelings. She reads children the story of 'The Ugly Duckling' and talks to them about how he may feel being different. However, she does not fully support children to reflect on the differences between people and gain a wider understanding of diversity.
- Children are motivated and persist in activities for long periods. The childminder

and her team hold meaningful conversations with children during their interactions. They expertly use dialogue to extend children's learning. For example, children remember building a volcano while building a tower using shapes. They make connections as they recall previous learning. The childminder uses this opportunity to extend their understanding and mathematical learning. She introduces words such as 'level', 'tier' and 'lava'.

- Parents are fully involved in their children's learning. The childminder has created strong relationships with them. Regular parents' evenings and feedback at the end of the day help to keep parents fully informed about their children's learning and development. The childminder offers ideas that they may want to use to continue their children's learning at home.
- The childminder and her team regularly evaluate their practice. They gather the views and opinions of parents to help them and are committed to making continuous improvements. For example, the childminder and her team have plans to improve the outdoor area and expand their knowledge of learning in the outdoors. This will help to enhance children's learning experiences.
- The childminder promotes children's physical health well. Children access fresh air and exercise as they play outdoors. They begin to assess their own safety while using climbing equipment and negotiating bicycles down the sloping garden. Children learn about nature. They learn about the insects that live in the bug house. Indoors, children show great delight when they sing 'The wheels on the bus', showing great dexterity as they carry out the actions to the song.
- Children develop the skills to become independent. The childminder encourages them to feed themselves and wash their own hands after using the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe. She has recently completed safeguarding training and understands the procedures she must follow should she have concerns about a child's welfare. In addition, the childminder knows what she must do if an allegation is made about her or her team. She is aware of wider child protection issues such as radicalisation, exploitation and grooming. A good range of policies and procedures are in place to promote the health and well-being of the children.

What does the setting need to do to improve?

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

- allow children more time to think and answer after posing a question, before moving the conversation on
- build upon opportunities for children to learn about their diverse society and reflect on the differences between people.

Setting details

Unique reference number	EY316803
Local authority	Calderdale
Inspection number	10073592
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	12
Number of children on roll	12
Date of previous inspection	8 February 2016

Information about this early years setting

The childminder registered in 2005 and lives in Halifax, West Yorkshire. She works with a co-childminder and an assistant. They operate all year round from 7.15am to 6.15pm, 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

Lesley Maughan

Inspection activities

- The inspector completed a learning walk with the childminder to understand how the early years curriculum and provision are organised.
- The inspector spoke with the childminder, her co-childminder and the assistant at appropriate times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector viewed relevant documentation, including a selection of policies and procedures relating to health and safety.
- The inspector observed children during their play and daily care routines.

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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