

Childminder report

Inspection date: 11 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 provides a warm, welcoming environment. Effective settling-in arrangements are in place. These help children to quickly develop strong relationships with the childminder and each other. The childminder finds out about children's abilities, likes and dislikes and their family backgrounds. For instance, some parents come from different countries. They share the languages they use at home. The childminder encourages children to say 'please' and 'thank you' in different languages.

Overall, the childminder plans well to target children's individual next steps. She provides resources that reflect children's interests so they can lead their own play. Children are confident and keen to share their learning with visitors. For example, children laugh when they recall how their witch's hat blew off in the wind. They clearly explain how they found a spider and helped it to get back to the garden.

The childminder has high expectations for children's behaviour. They are polite and behave well. The childminder provides children with clear and consistent boundaries, so they understand the difference between right and wrong. They learn to negotiate, share and take turns. The childminder gently reminds children why sometimes they have to wait for things. She involves children in everyday tasks, which supports their sense of responsibility. For example, they help to tidy away their toys.

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 uses this to create a stimulating and diverse curriculum. The childminder promotes children's mathematical development highly successfully throughout their play and everyday routines. Every opportunity is used to help children count. They begin to understand shape and colour. They learn how to match objects of the same colour and group similar objects.
- The childminder promotes children's speech and language very well. The youngest children communicate effectively using gestures and single words. Older children are confident when communicating with adults and each other. They thoroughly enjoy singing favourite songs such as 'Wind the bobbin up' and join in with the actions.
- Children's time in the setting consists of a good balance of child-initiated play and adult-led activity. The childminder finds out what children can already do when they enter her care. She shares information about children's progress with parents frequently. This helps her to identify children's next steps in learning accurately. Occasionally, the childminder does not fully take into account the different ages of children during adult-led learning. Consequently, the youngest

children are not always supported to make the best possible progress.

- The childminder provides many opportunities for children to listen to and join in with stories. They visit the library regularly to choose their own books. Children giggle when the childminder gives the characters in stories different voices. The childminder helps children to begin to recognise the sounds of letters, such as 'b' for ball and 't' for truck.
- Generally, the childminder incorporates children's interests well into planned activities. For example, children show an interest in dressing up and role play. However, at times, the childminder misses opportunities to help them develop imaginative play and make connections to their own first-hand experiences.
- The childminder shows a strong commitment to her professional development. She evaluates her provision, accesses training and reads widely. For example, she is improving her understanding of how to fully support older children who may struggle with their mental health. The childminder shares good practice with other childminders. She seeks the views of parents and values their opinions to enhance the quality of the provision.
- Children have plenty of opportunities to explore the outdoors and meet new people. They go to parks and playgroups where they build friendships with other children. They access the safe and secure garden and enjoy exploring during nature walks. They recount how they observed a snail making trails in the garden. The childminder supports children exceptionally well to develop their independence and self-care skills. They learn about germs and good hygiene from a young age.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge regularly. She understands the signs which may indicate that a child is at risk of harm. The childminder has a good knowledge of wider child protection issues such as the 'Prevent' duty and county lines. She knows who to contact if she has concerns about a child in her care. The childminder helps children to keep themselves safe. She teaches them how to cross the road safely and about the dangers of talking to strangers. Children learn about people who are there to help them, such as the 'lollipop lady'.

What does the setting need to do to improve?

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

- consider carefully how adult-led activities can be differentiated to target the learning needs of individual children more effectively and help them make the best possible progress
- be more perceptive to and fully utilise opportunities to help children develop imaginative play and make connections to their own first-hand experiences.

Setting details

Unique reference number	303607
Local authority	Calderdale
Inspection number	10071536
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 August 2015

Information about this early years setting

The childminder registered in 1997 and lives in Halifax, West Yorkshire. She works Monday to Wednesday from 7.30am to 5.30pm all year round, except bank holidays and family holidays. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The childminder gave the inspector a tour of her premises. She explained how the setting was organised to support children's learning and promote her curriculum.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- Children spoke to the inspector throughout the inspection, and the inspector took account of the views of parents.

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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