

Childminder report

Inspection date:

26 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children bond with the childminder quickly. They form close relationships with her and these help them to feel safe and secure. Children seek the childminder out for reassurance and cuddles. They involve her in their play. For example, children ask the childminder's advice on how to create a lizard from play dough. The childminder knows and understands children's preferences in play. She provides attractive resources to stimulate their interests and motivate them to learn. The childminder encourages children to choose healthy snacks and helps them to independently manage their self-care needs. For example, she encourages all children to wash their hands before eating and after using the toilet.

The childminder shares books with the children. This helps to increase their vocabulary and confidence. For example, children choose to independently read a story to their friends. Children's behaviour is good. The childminder understands children's personalities and takes these into account when setting boundaries. She explains to children when their behaviour is not appropriate. The childminder teaches children to be kind, patient and tolerant. Older children demonstrate this when they support younger children to select resources.

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

- The childminder works in close partnership with parents. She speaks to them daily and completes a daily diary for each child. Parents know their children's next steps in learning so that they can continue their learning at home. This helps children to make good progress. The childminder carries out the progress check for children aged between two and three years. This helps her to identify any delays in children's learning. The childminder uses this information to support children to progress further. Parents' testimonials are high in praise for the childminder. For example, they state that she has taken time to thoroughly get to know their children and that their children are always excited to go to the childminder.
- Using her knowledge of the curriculum, the childminder supports children's emotional security and development of their unique character. For example, children speak freely about how they feel and what they need.
- Children have good opportunities and experiences to enhance their learning. For example, they go on walks to the local park and reservoir to help develop an understanding of the community they live in.
- The childminder encourages and supports children to manage appropriate risks. For example, when they cut up fruit independently at snack time, she demonstrates how to use the knives safely. This helps children to develop skills to keep themselves safe.
- The childminder places a strong focus on building children's communication and

language skills. She introduces new words to children, reads stories, repeats words back to them and talks to children as they play together. This helps to promote children's understanding of language and supports the development of their communication skills.

- The childminder is kind and sensitive to children's needs. She notices when children are tired or hungry and responds quickly to their individual needs. The childminder helps children to settle rapidly, which promotes their emotional well-being effectively.
- The childminder gathers information about what children know and can do when they join the setting. She uses this information to assess what they need to learn next. The childminder carefully builds on the different steps in learning that children need to take. For example, children are encouraged to share and take turns when playing together. They are prepared well for the next stage of their education.
- The childminder reflects on her practice to identify areas to improve children's learning. She meets with other childminders to share ideas to improve her practice. However, she does not take into account parents' or children's views as part of the self-evaluation process, to identify ways to enhance the quality of provision.
- The childminder leads some activities well. However, even though children make good progress, occasionally the childminder misses opportunities to further extend children's mark-making and mathematical learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She understands the procedure to follow if she has concerns about the welfare of a child. The childminder's safeguarding policy further supports her good practice. She attends regular training to ensure that she has the most recent information to protect children in her care from harm. Adults living on the premises have had the appropriate checks carried out.

What does the setting need to do to improve?

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

- make the most of all opportunities to extend children's mark-making and mathematical skills when they play, to further develop their understanding
- develop the self-evaluation process further and include the views of parents and children when identifying ways of continually improving the quality of the provision.

Setting details

Unique reference number	EY410401
Local authority	Calderdale
Inspection number	10106534
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	18 August 2015

Information about this early years setting

The childminder registered in 2010 and lives in Halifax. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Helen Sanders

Inspection activities

- The inspector viewed the areas of the setting that are available to the children.
- The inspector held discussions with the childminder throughout the inspection and spoke to children.
- The inspector took account of parents' views by reading their written comments.
- The childminder provided a sample of her documentation and discussed with the inspector how she uses this in her practice.
- The inspector observed the quality of teaching during activities and assessed the impact this has 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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