

# Childminder report

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Inspection date: 12 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 organises her setting very well. The environment is warm and homely. High-quality resources reflect the seven areas of learning and are easily accessible to children. Children are keen to talk about places they have been and the other children in their photographs. They explain what animals they saw when they went to the farm and how they climbed trees in the woods. Children are well behaved, kind and considerate. They ask the inspector if she is hungry and would she would like to share their banana and strawberries at snack time. The childminder uses the opportunity to promote children's mathematical development. For example, she shows children how a whole strawberry is cut into two halves. The childminder plays games with them that support sharing and taking turns. Children have good social skills and high levels of self-esteem. The childminder knows the children well and plans activities taking into account their interests. She has high expectations for all children, which helps to ensure that they make good progress from their starting points. In the main, the childminder implements her curriculum successfully through good-quality teaching. Children enjoy plenty of time outdoors, benefitting from fresh air and exercise. They enjoy trips that enhance their learning experiences, such as exploring at the science museum and paddling in the river.

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

- Parents are very positive about the care the childminder provides. They say their children enjoy healthy snacks and home-cooked food. Children enjoy a wonderful range of toys and craft activities. Parents say that the childminder always makes time to share information with them about their children's learning.
- The childminder has a good understanding of how children learn. She obtains starting points for children and uses these to plan effectively from the outset. Assessments are frequently shared with parents and they decide together what children need to learn next. For instance, the childminder encourages children to use tweezers to strengthen finger muscles ready for early writing. During stories, she encourages children to repeat words and phrases and promotes their understanding of rhyme and alliteration.
- The childminder promotes children's mathematical development successfully. For instance, she provides rice and weighing scales to explore weight and measure. Children use positional language, such as up and down, as the scales move. They use a range of tools which support their physical development and control. Interactions between children and the childminder are good. However, the childminder does not always give children uninterrupted time to investigate and follow their lines of enquiry. For instance, children are happily emptying and filling the scales when they are moved on to another activity.

- The childminder is enthusiastic. She plays alongside children and shares what she is doing. For instance, they cut out Christmas trees and make baubles using play dough. However, at times, the childminder asks children questions about their play in quick succession. She does not always give children time to think and respond before she gives them the answer or moves the conversation on.
- The childminder meets regularly with other childminders so that children have opportunities to develop relationships in a larger social group. Children spend time in the wider community where they meet other people and begin to recognise that they live in a diverse world.
- The childminder promotes children's good hygiene and supports their independence in care routines. She provides children with a good range of healthy snacks and meals. The childminder sits with children and chats to them during snack time. She promotes mealtimes as a social occasion. The childminder encourages children to complete everyday tasks for themselves, such as cutting up their fruit.
- Children develop a good understanding of early technology. They use books that have buttons that make sounds, they are adept in using laptops and voice-activated equipment. This helps children develop skills for the future. Children enjoy playing keyboards along to favourite songs. They demonstrate a good understanding of how things work when they plug their microphone into their keyboard.
- The childminder evaluates her practice and seeks feedback from parents. She links with other childminders to share good practice and ideas. They share information and keep up to date with the latest guidance.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has a good knowledge of the signs and symptoms that indicate a child might be at risk from harm. The childminder has a secure understanding of wider safeguarding issues, such as children who might be at risk from online grooming or county lines. The childminder knows the procedures to follow if she has a concern about a child. She helps children understand how to keep themselves safe. For example, they learn how to safely use large equipment at the soft-play centre and in the park.

## What does the setting need to do to improve?

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

- allow children uninterrupted time to become immersed in activities and follow their lines of enquiry in full
- give children more time to think about their response and to respond to questions before moving the conversation on.

## Setting details

<b>Unique reference number</b>	303658
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10071538
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	2 September 2015

## Information about this early years setting

The childminder was registered in 1996 and lives in Holmfield, Halifax. She operates Monday to Friday from 7am until 6pm, all year round, except for family holidays, Christmas and bank holidays. The childminder holds 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 setting. She explained how the setting is organised to support children's play and learning across all seven areas.
- 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 and were keen to share their play and learning during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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