

Childminder report

Inspection date: 14 January 2020

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 happy, safe and secure in the setting. They enjoy their time with the childminder, who has a calm and caring nature. Children have established close bonds with the childminder and are keen for her to join in with their play. They develop close friendships and enjoy each other's company. Children are kind and considerate and play cooperatively together.

The childminder creates a homely environment where children learn through play and hands-on experiences. She provides a wide range of activities for children to explore that help develop their knowledge and skills. The childminder is positive and has high expectations for all children. Children develop positive attitudes to their learning. They persevere at the tasks of their choosing until they succeed. For example, when dressing dolls, children keep trying until they manage to fasten all the buttons on a cardigan. They revel in the childminder's praise.

Children are well behaved and confident individuals who have good social and communication skills. They are imaginative and have endless opportunities to engage in pretend play. Children care for dolls and act out being doctors and nurses as they dress up.

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

- The childminder takes time to get to know children's unique personalities well. She organises settling-in visits to meet the needs of individual children. The childminder establishes good relationships with parents and finds out a range of information about children before they start. She uses this information to help children to feel safe, secure and settled.
- The childminder organises her setting so that children can move around freely and select resources from the wide range on offer. She follows children's interests when planning activities, while making sure that she supports their learning.
- The childminder observes children during their play and assesses what they understand, know and can do. She uses this information to plan activities which support children's next stages in learning.
- The childminder is a good role model and joins in with children's play. She is positive and enthusiastic in her interactions and supports children's learning well. For instance, children enjoy exploring cardboard boxes and tubes as they make penguin houses. The childminder demonstrates different ways to use the materials and encourages children to test out their own thoughts and ideas. However, she does not consistently support children's mathematical development to the highest level, particularly to help children learn about size.
- The childminder uses routine activities, such as nappy changing, to aid children's

learning. She talks to children and uses the experience to support their communication and language development and build on their self-care skills.

- The childminder provides children with a range of experiences to help them to learn about different people and their local community. Children enjoy going for nature walks, visiting parks and farms, and each week they visit playgroups.
- The childminder ensures that children receive a wide range of nutritious meals and snacks. Children learn about the importance of having a healthy diet. Mealtimes are social occasions, and children have opportunities to practise being independent and learn about good hygiene practices. Children enjoy the responsibility of carrying out small tasks, such as helping to chop up a banana for snack.
- Partnerships with parents are good. There is a good exchange of information between home and the setting to provide continuity in children's care and learning. The childminder tailors the way she communicates with parents to suit their individual preferences. For example, she keeps parents informed about their children's day and their development either electronically, verbally or through the use of daily diaries.
- The childminder reflects on her practice and regularly seeks the views of parents and children to help her to identify areas for improvement. She keeps up to date with mandatory training such as safeguarding and paediatric first aid. However, she would benefit from updating her skills and knowledge to further support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective strategies in place to keep children safe. She regularly risk assesses her environment and minimises any potential hazards. The childminder teaches children about being safe in her home and on outings. She keeps her safeguarding knowledge up to date. The childminder is aware of the signs and symptoms which might indicate a child is at risk of harm. She knows the correct procedures to follow and who to contact should she have any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- support children's mathematical development to an even higher level, in particular to help them learn about size
- use professional development opportunities to enhance knowledge and raise teaching skills to an even higher level.

Setting details

Unique reference number	EY409904
Local authority	Calderdale
Inspection number	10106532
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 2010 and lives in Halifax. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Clare Cotton

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed by the inspector and the childminder.
- The inspector held a number of discussions with the childminder throughout the inspection. She looked at a sample of documentation, including evidence of the suitability of persons living in the household.
- The inspector spoke to and interacted with children during the inspection.
- Parents' views were considered 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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