

Childminder report

Inspection date: 30 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 have strong relationships with the childminder. Settling-in visits are tailored for each individual child based on their unique needs. This helps children to settle well. Children have built good friendships with their peers and are keen to involve them in their play. For example, children cooperate well as they work together to fill a peg board with different-coloured pegs. They share resources well as their friend politely asks them to pass a spoon so they can scoop the sand. They learn about how to act safely through gentle reminders and explanations from the childminder, such as to sit nicely on the chair, so they do not fall off.

Children get plenty of access to fresh air and exercise as they regularly go on walks in the local countryside. They receive a balanced diet and healthy snacks, such as nuts and fruit. However, the childminder does not consistently build their understanding of the importance of a healthy diet. Children are keen to share their experiences with the childminder as they talk with her about what they have done at home. The childminder questions them well to recall past events. For example, she asks children about the donkey that they see on their walks and the food it likes to eat.

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

- The childminder has a good understanding of each child's progress in learning. She makes accurate assessments of what children know and can do. She understands how to plan activities which will build on this knowledge and that children are interested in.
- Children practise good routines of personal hygiene as they wash their hands after going to the toilet or before eating. However, the childminder does not explain the reasons behind these routines to build children's understanding of why they are important.
- Partnership with parents is effective. The childminder ensures she gathers all the information she needs about each child before they start attending, for example through home visits or meetings. She shares information about children's development with parents and talks to them about what their children enjoy. She provides ideas of things parents can do at home to promote their child's learning.
- The childminder organises her home well to ensure that children have access to a good range of toys and play equipment appropriate to their age. She plans the curriculum well to cover all areas of learning, and children enjoy a wide variety of activities. They enjoy looking through the dressing-up basket, dressing up in a rainbow scarf or a monkey hat and developing their imagination as they pretend to be a fairy.
- The childminder teaches children to learn new skills as she shows them how to

pull oil up through a syringe to add to the moon sand. Children concentrate for extended periods of time playing with the sand. They enjoy burying their cars, finding toy insects and scooping sand from one area to another. They use pincers to pick up objects, showing good small-muscle control.

- Children's mathematical development is supported well by the childminder. She encourages children to count as they play. For example, as the children look at a book with the childminder, she challenges them to find a certain number of objects on a page. Once children have found all the objects, they carefully count them to make sure they have found them all. Children show a good interest in numbers. Before they leave the room, they eagerly identify the numbers on the board, showing a good recognition of number names.
- The childminder does not provide consistent explanations to children so that they can extend their knowledge of the wider world and nature.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of maintaining a good understanding of safeguarding practice. She has completed relevant training since her last inspection so that her knowledge of safeguarding is up to date. She has a good understanding of the different types of abuse that children can suffer and the signs of abuse that she may see. The childminder has developed appropriate policies to follow in the event of a safeguarding issue. She understands the process to follow if she has any concerns and who she should pass this information on to. This helps to protect the children in her care.

What does the setting need to do to improve?

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

- enhance discussions with children to strengthen their knowledge about the wider world and nature
- extend discussions with children so that they develop an understanding of the importance of healthy practices and the reasons behind these.

Setting details

Unique reference number	303527
Local authority	Calderdale
Inspection number	10071532
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 July 2015

Information about this early years setting

The childminder registered in 1997 and lives in Hebden Bridge. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Duncan Gill

Inspection activities

- The inspector observed the interactions between the childminder and the children during their play.
- The inspector checked the safety of the premises. He looked at relevant documentation that the childminder uses to ensure the safety and welfare of the children.
- The inspector discussed how the childminder plans the curriculum to support children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

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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