

# Childminder report

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Inspection date: 9 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder has created an exceptionally safe, warm and vibrant environment for children to play and learn. Children are happy and very well settled. They form secure bonds with the childminder and their peers. Children respond well to the childminder's calm manner and soon settle after a reassuring cuddle if they become upset.

Children flourish in the childminder's care. She has an extremely good understanding of how children learn. She uses her superb and accurate knowledge of each individual child to plan activities and experiences around their current interests. Children show high levels of confidence and are independent learners. They make their own choices from the abundance of excellent quality resources. For instance, children decide to make a den. They use their imaginations as they chat and work out together how they should construct it using a variety of equipment and materials on offer.

The childminder is an outstanding role model and has high expectations for children. Children's behaviour is exemplary. If children find it difficult to self-regulate their emotions, the childminder introduces effective strategies to help them. Children understand the consequence their actions may have on others. For example, they know that they must not be boisterous around non-mobile children as 'we may fall on them and hurt them'.

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

- The childminder places a strong emphasis on supporting children's communication and language. She constantly models new words, using the correct pronunciation, throughout her interactions. The childminder reads stories to the children linked to their interests. Children enjoy the story 'Dinosaur Roar!', and they enthusiastically join in singing and action rhymes. They make regular visits to local libraries. This helps to further encourage the exploration of books and a love of reading.
- Children are deeply engaged and highly motivated in their learning. They concentrate for long periods as they prepare vegetables to make soup for lunch. Children use their small physical skills to chop, cut and peel the vegetables. They persist and keep trying, even when they encounter difficulties. For example, the childminder suggests trying a different knife to cut through the thick carrot.
- The childminder offers a variety of healthy meals and snacks. She values the importance of making meals a social occasion and uses them as a learning opportunity. The childminder introduces the children to mathematical language as she asks them if they want the strawberries in 'halves' or 'quarters'. She further supports mathematical development by asking children to count the

number of blueberries they have in their bowls and work out who has the most.

- Care routines are excellent. The childminder is very respectful of children's privacy. Children show high levels of independence. They access the bathroom to wash their own hands, and the childminder talks to them about hygiene. Children delight in telling the inspector 'we have washed off the germs, so we won't get sick in our tummy'.
- Children benefit from lots of outdoor experiences. They learn about nature and grow their own fruit and vegetables. Children show great excitement as they recall finding slugs, snails, and dead flies in a box outdoors. This helps support children to learn about life cycles.
- The childminder supports children's emotional well-being very well. She has developed extremely good settling-in procedures, tailor-made to meet individual children's needs. She gathers a wealth of information when children first start, to discover what children already know and can do. In addition, to further support their transition, she visits children in their home environment before they start.
- Parent partnerships are excellent. The childminder communicates with parents in a variety of ways, offering a wealth of information. She regularly keeps them up to date with children's progress. Parents say extremely positive things about the care the childminder provides. She offers regular information about what children are learning and ideas that parents may want to try at home. This helps to support children's continuous learning.
- Children benefit from an abundance of outings into the local community. They visit other groups, meet new people and learn about the wider world. Children make regular visits to the local park where they have the opportunity to take part in more risky play and begin to manage their own risks. This also helps promote their physical health effectively.
- The childminder is determined to continue to build upon her already impressive knowledge and skills. She attends frequent training events and evaluates her practice regularly. She has an extensive knowledge of teaching outdoors but would like to extend this further. This will further enhance children's learning outdoors.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder gives high priority to safeguarding children. She has a secure knowledge of how to recognise when a child may be at risk from harm, including exposure to extremist views and behaviours. She knows the procedures she should follow should she have any concerns about a child's welfare. Comprehensive policies and procedures, and a range of risk assessments, help to assure children's safety, including when using the internet.

## Setting details

<b>Unique reference number</b>	303569
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10117211
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 January 2016

## Information about this early years setting

The childminder registered in 1993 and lives in Sowerby Bridge, Halifax. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

## Information about this inspection

### Inspector

Lesley Maughan

### Inspection activities

- The inspector viewed the parts of the premises used for childminding purposes.
- The inspector looked at a range of policies and procedures relating to health and safety and checked the evidence of suitability of persons living in the household.
- The inspector took account of the written feedback from parents.
- The inspector observed the quality of teaching during the inspection and assessed the impact this had on children's learning.
- The inspector spoke to the 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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