

Childminder report

Inspection date: 5 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder in the warm and welcoming environment she provides. They play well with each other and respond consistently to her requests and suggestions. The childminder uses robust strategies to help children understand boundaries and have their own voice. They choose where they would like to play and ask each other to join in. Older children help babies by handing them toys that are out of their reach. They are kind and caring. Children truly understand their own feelings and needs. They independently select a book to read and get cosy on the sofa when they need some quiet time.

Generally, children spend a lot of time at activities that interest them. The childminder helps them solve problems during play and learn new skills using a step-by-step approach. She often thinks about prior learning to embed knowledge. When asked, children discuss different types of birds they see on the walk to school. They describe their features and the noises they make. Children make good progress in their learning and development. They talk with confidence when retelling stories and events. Children are proud to talk and show the inspector what they can do, such as putting their own coats and shoes on before outdoor play.

Children spend a lot of time socialising with others when they go with the childminder to her network groups. The childminder has good links with other childminders so she can keep up to date and develop her practice further. Together, they plan activities and events for children to broaden their learning experiences.

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

- Parents comment positively on the care their children receive and the information the childminder shares with them. Relationships are well established. However, parents are not consistently encouraged to contribute towards children's assessment or next steps in learning. Parents feel confident to approach the childminder if they have any concerns, and are more than happy with the service she provides.
- The childminder observes children during their play and extends their learning, using her good teaching skills. In the main, children maintain concentration and are excited about new tasks. They have an extremely positive attitude towards taking part. The childminder has a broad range of resources to help children make progress in all areas of their learning. However, on occasion, she does not adapt activities swiftly enough to ensure children of varying ages are consistently engaged. For example, during a counting activity, younger children become distracted as it is too challenging. They do not always have access to another option that would interest them. Additionally, during outdoor play,

younger children's exploration skills are occasionally hindered as they are placed in high chairs while older children run around.

- Children learn about healthy food and where it comes from. They visit a local allotment where they can plant and pick fruit and vegetables to prepare back at home. They enjoy learning about and experiencing the natural world. Children take part in regular outdoor play and walks within the community. They learn about different people and are very respectful towards others.
- The childminder works hard with other professionals and the children to help prepare children for school. She promotes independence from a young age and helps children develop their own styles of learning. Additionally, children understand how others learn. For example, when younger children explore the toys by throwing and tipping, the childminder explains that babies do this. Children are very accepting of others' views and actions.
- Children sing and dance regularly. They enjoy 'play dough disco', when the childminder gives them scented play dough as they listen to music. They 'squeeze', 'roll' and 'pinch' as they sing the action song. Children develop the small muscles in their hands. This helps their early manipulation and writing skills. Additionally, children count using their fingers. Younger children enjoy the sensory experience and music. The childminder uses singing to develop children's communication and language skills. In addition, she consistently talks during play and models clear, accurate words.
- Children settle quickly with the childminder. Before they start, she carries out home visits to familiarise herself with them. The childminder helps children make their own decisions and praises them to boost their self-esteem. She regularly considers their interests and routines from home to ensure children feel safe and emotionally secure within her care.
- Children develop in mathematics as they roll cars down ramps, predict how far they will go, and mark the distance with chalk. They compare which goes the furthest. Additionally, they spend time threading shapes onto string to count and completing shape sorting puzzles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of abuse, extreme views and wider child protection issues. She is confident in following local safeguarding reporting procedures if she has a concern about a child. The childminder has robust health, safety and well-being policies in place to ensure children are protected from harm. She has a current and valid first-aid qualification and knows what to do if a child has an accident or becomes unwell in her care. The childminder teaches children how to be safe when walking near roads and how to use equipment carefully.

What does the setting need to do to improve?

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

- adapt each learning experience to suit the ages and abilities of all children in order for them to fully participate and make further progress
- encourage parents consistently to contribute to their children's assessment, having particular regard to the progress check between the ages of two and three years.

Setting details

Unique reference number	EY302128
Local authority	Calderdale
Inspection number	10117382
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 November 2014

Information about this early years setting

The childminder registered in 2005. She lives in Lightcliffe, West Yorkshire. The childminder provides funded early education for two-, three- and four-year-old children. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The quality of education was observed during activities, and the inspector assessed the impact this has on children's learning.
- The inspector took account of the views of parents through written and verbal feedback provided.
- The childminder and the inspector completed a learning walk around all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- A joint evaluation of an activity took place with the childminder and the inspector.

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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