

Childminder report

Inspection date: 16 September 2021

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

The provision is good

Children learn new concepts and vocabulary within their play. They enjoy sensory activities and express themselves well. Children link new experiences with their prior knowledge. For example, they listen to the sound that rice makes as it is poured into a tray, and independently sing, 'Rain, rain, go away'. The childminder provides a home-from-home environment for children. They settle quickly, and feel safe and secure. Children are happy and confidently socialise with their friends. They approach the childminder to express their wishes or opinions. The childminder listens and responds sensitively to children's needs.

The childminder provides children with a good range of resources and experiences, indoors and outdoors. Children thrive in their environment and build confidence as they choose where to play and create their own games. The childminder has high ambitions for children's learning. She uses many opportunities during children's play to stretch their knowledge further and recap on what they already know. Throughout the COVID-19 (coronavirus) pandemic, the childminder maintained regular communication with children and their families. She suggested activities for parents to try at home to continue their children's learning.

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

- The childminder works hard to teach children how she expects them to behave in her home. She helps children to regulate their emotions if they struggle. The childminder uses consistent approaches that enable children to build an awareness of rules, boundaries and how to respect their peers. Children learn to take turns and be tolerant of others.
- Children have opportunities to access the community and activities they may not otherwise have at home. The childminder uses additional funding to provide tailored resources that meet children's needs and interests. Children spend time with others at playgroups and different settings. They learn about the differences people have and develop good social interaction skills. The childminder is passionate about developing children's confidence around others, in preparation for their future in school and society.
- Children have positive attitudes towards their play and learning. Additionally, they react positively towards the childminder and show secure relationships. Younger children shout the childminder's name to come back to an activity, or when they want to show her something. Children are proud when they achieve. Younger children enjoy being involved in the same games as the older children. The childminder carefully plans activities to make sure all children are included.
- Children learn about numbers and mathematical concepts when they play. They count items, use weighing scales and identify shapes in the environment. Additionally, children have a love of books and songs. Young children choose

books to browse, and together they sing nursery rhymes with actions. Older children recall stories and past learning events, acting them out in role-play games. They have strong imaginations and use a good range of vocabulary.

- Children show independence within their play and self-care skills. Children wash their hands and help to tidy up. The childminder supports children to understand risk. For example, she asks children to think about why climbing on toys is not safe. Children think and independently climb down.
- The childminder knows children well. She adapts activities to suit children's developmental needs and challenges them during their play. However, on occasion, the childminder quickly intervenes or answers questions for children. Children are not always given enough time to think for themselves and independently solve problems. This being said, the childminder knows how to help children make progress in their learning, and has clear intentions within her curriculum delivery for individual children.
- Although the childminder completes training to maintain her skills in caring for children, she does not consistently identify the areas of improvement to her practice that would benefit her professional development and knowledge the most.
- Parents comment on the childminder's ability to update them about their children's progress. They know what their children are learning next. Parents feel supported by the childminder and are more than happy with the care she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her home safe and secure for children to access. She assesses risks inside and outdoors, and when going on outings. The childminder has maintained a relevant paediatric first-aid certificate. She understands what to do in the event of an accident or administering medication. The childminder understands the signs and symptoms of abuse, including extreme behaviours. Additionally, she is fully aware of her responsibility to refer any child protection concerns. The childminder knows what to do in the event of a fire. She ensures that her food preparation area is clean and safe.

What does the setting need to do to improve?

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

- allow children time to consistently develop their own exploration and independent learning skills
- review training needs, so that they will have the greatest impact on professional development.

Setting details

Unique reference number	EY372224
Local authority	Calderdale
Inspection number	10117443
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	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 April 2015

Information about this early years setting

The childminder registered in 2008 and lives in Elland. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector observed interactions between the childminder and the children, and reviewed the impact on the children.
- Parents' views were taken account of by the inspector.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed the setting's aims.
- The inspector and the childminder completed a joint evaluation of an activity.

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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