

# Childminder report

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Inspection date:

1 December 2021

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

The experienced, competent childminder offers a safe and relaxing environment for children to attend before and after school. Children are confident and at ease with the inspector. They tell her they enjoy attending. In particular, they enjoy the walk home from school through the woodland. The childminder sets clear rules and boundaries. She has high expectations of children's behaviour. For example, children know to wait and stop before they cross the road together. The childminder supports children's understanding further by talking to them about road safety.

Children are polite and well mannered. They readily say please and thank you without having to be reminded. The childminder encourages children to help each other. For example, older children help younger children with their activities and help to prepare snack. Children independently access the bathroom, hang up their coats and clean their hands.

The childminder has created strong links with the local school. She seeks information about what children are learning. She uses this information to help her provide interesting activities to extend on this. For example, some children are learning about space, so she has provided books and activities to prompt conversation and consolidate their learning.

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

- The childminder's home is clean and safe. Children independently choose from a wide variety of good quality resources and activities on offer. Children enjoy reading their library books from school or exploring the range of books the childminder has to offer. This encourages a lifelong love of reading and supports their growing literacy skills.
- The childminder encourages children to adopt healthy lifestyles. She offers a variety of healthy snacks and drinks and encourages children to be physically active. For example, they walk to and from school and play games in the garden.
- Children are happy and settled in the childminder's care. Children engage in interesting conversations with her. They talk happily about their day at school and the friends they have there.
- The childminder praises children for their efforts and proudly displays their work, ready to take home. This supports children's confidence and self-esteem.
- The childminder knows the children extremely well. She knows their hobbies and interests outside the setting and what other clubs they may attend. She uses this knowledge to provide children with interesting and challenging activities.

- The childminder creates excellent partnerships with parents. Parents state they receive regular feedback and value the care the childminder provides.
- The childminder regularly evaluates her provision. She researches online and works with representatives from the local authority. This helps her keep her knowledge and practice up to date. The childminder listens to the children and finds out what they are interested in. This helps her plan her provision, taking into account their views and ideas.
- The childminder teaches children about other cultures and promotes equality in a meaningful way. Children explore books and resources and learn to understand and respect people's differences. In addition, the childminder plans activities to support children's understanding of different beliefs and traditions.
- Children behave well. The childminder talks to them about being kind to each other. This helps them understand the impact unkind behaviour can have on others.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder carries out daily checks of her environment, inside and outside. This helps her to identify any hazards that may be a potential risk to children. In addition, the childminder has developed a range of risk assessments, which she shares with parents. This further ensures children's safety. The childminder understands the indicators that a child may be at risk from possible harm. She understands the wider risks children may be exposed to, such as online grooming, radicalisation and other extremist behaviours. The childminder knows the reporting procedures she must follow if she has any concerns about a child's welfare.

## Setting details

<b>Unique reference number</b>	311016
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10106621
<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>	5 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	5 March 2014

## Information about this early years setting

The childminder was registered in 1997 and lives in Hepworth, Huddersfield. The childminder operates during school term-time only, from 7.30am to 9am and 3.15pm to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Lesley Maughan

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to parents and took account of their views
- The inspector looked at various documents, including policies relating to health and safety and risk assessments.
- The inspector checked the suitability of persons living in the household.
- The inspector spoke to children as they returned from school.
- The inspector viewed parts of the premises used for childminding.

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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