

# Childminder report

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Inspection date: 14 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Toddlers play with increasing confidence and move in a range of ways. For instance, they squat with steadiness to pick up a ball and rise to their feet without using their hands. Toddlers show how they can throw a ball, pick this up and place it back in the box. They climb onto the settee unaided. This is because they feel secure knowing the childminder is nearby. Toddlers walk upstairs, two feet to each step, while holding the childminder's hand. Babies have adequate floor space to experience tummy and back time. They sit on the floor supported and attempt to reach forward for objects. Children show their physical development and what they have learned and can do.

The childminder provides a very warm and welcoming, home-from-home environment. Children show that they feel safe and happy here. For example, babies wake from sleep contently. Toddlers frequently go to the childminder for cuddles as they play. The childminder has high expectations for children. She works well with her co-childminder and they are both good role models. Together, they implement age-appropriate boundaries and routines and teach children how to manage their feelings. The childminder keeps children busy and engaged in experiences using their interests. Children also initiate their own play ideas. They behave well.

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

- The childminder plans opportunities for physical play through her daily curriculum. She offers exercise frequently both indoors and outdoors. The childminder supports children's well-being from a young age. She helps them to develop their core strength, stability, balance and coordination skills. The childminder prepares children well for the next stage of their education.
- Children have opportunities to plant seeds and watch them grow. The childminder plans trips to the local duck pond and park. She points out features of the environment during these outings, enhancing children's vocabulary. For instance, she names trees, plants and vehicles that children see. The childminder supports children to learn about nature and the world around them.
- Children make good progress. The childminder uses her assessments of children's learning well from the start. She knows what they can do and what she wants them to learn next.
- The childminder supports children's communication skills well. For example, she provides commentary to toddlers as they play. The childminder names objects as toddlers pick them up, such as ball and car. She praises children's spoken words to encourage their language further.
- The childminder supports children's personal, social and emotional development well. Toddlers show how they have developed strong loving bonds with the

childminder and affectionately call her 'Nanna'. They know that they sit in the highchair to enjoy their healthy meals. The childminder shows warmth and affection to children.

- Parents' written comments show how they have built trusting relationships with the childminder. For example, they write how they are grateful for the care afforded to their child, and how reassured they are as new parents that their young children are in 'safe hands'.
- The childminder encourages parents to use their first language when speaking to their children at home. She then makes good use of books, songs and rhymes to help children to understand new words and sentences. The childminder celebrates multilingualism in her setting.
- The childminder counts with children as they climb the steps to go upstairs. She counts the number of balls and cars children play with. The childminder includes mathematics as part of everyday activities.
- The childminder keeps her mandatory training up to date. For instance, she completes paediatric first-aid and child protection courses. However, the childminder has not pursued her own professional development fully to drive outcomes for children even higher.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm. She is aware of a range of safeguarding issues, including the risks to children from extreme views and behaviour. The childminder knows how to identify the possible signs of abuse. She understands how to respond promptly to any concerns about a child's welfare. The childminder knows how to report any allegations about herself or another adult to the relevant authorities. She closely supervises children and makes sure that they are always in her sight and hearing. Children play in a safe environment.

## **What does the setting need to do to improve?**

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

- explore training opportunities to enhance professional development that benefits children further.

## Setting details

<b>Unique reference number</b>	EY419350
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10221329
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 November 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Huddersfield. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder cares for children with another registered childminder.

## Information about this inspection

### Inspector

Jane Tucker

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder discussed how the curriculum had been implemented and the impact this has had on children's learning.
- Children approached the inspector during the inspection.
- The inspector observed the interactions between the children and the childminder.
- Parents shared their written views of the setting with 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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