

# Childminder report

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Inspection date: 24 May 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are secure and happy in this nurturing setting. The childminder knows children very well. Children have a strong relationship with the childminder. They ask for help when they need it and come for reassurance when they are feeling uncertain. Children are well supported in their play. For example, the childminder shows children how to thread. They join in with enthusiasm to make a necklace for the Queen. Children concentrate as they thread the beads. They are delighted by their success. Children of all ages enjoy choosing and looking at books. They snuggle in and enjoy listening to stories read by the childminder. Children sing and dance, and they join in with familiar action songs and rhymes.

The childminder builds children's confidence and self-esteem. She praises and encourages them, recognising their achievements. For example, children succeed in chopping up a banana. The childminder congratulates them for doing it on their own. She has high expectations for children's behaviour. The childminder models good manners and children learn well from this. Children are polite and kind to each other. They thank their friends for passing them a toy. Children share, take turns and are independent.

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

- The childminder uses her interactions with children and observations well. She understands what children know and can do. The childminder plans activities with a clear sequence. For example, babies learn to stack blocks, while toddlers learn to thread. Older children learn to use scissors and then knives and forks. This helps to develop children's small-muscle skills.
- Children behave well. The childminder helps them to understand their emotions. For example, she encourages children to look at their expressions in the mirror. Children learn to name their emotions and develop empathy for others.
- The childminder plans stimulating activities to promote children's communication skills. For example, she creates a 'talking box' full of interesting objects. The childminder introduces new vocabulary, such as 'sparkly necklace'. However, she does not consistently encourage children to use the new vocabulary, to develop their language skills even further.
- The childminder encourages children's love of books. Children listen intently to well-told stories, rhymes and songs. The childminder chooses books which engage their interest. For example, children read books which enrich their knowledge and experience of the world.
- The childminder plans group activities. For example, children delight in the song box. They take turns to pick an object. Children join in with a familiar song about a lion. However, other planned activities are not as successful. For example, the childminder plans an activity about the Platinum Jubilee. Younger

children do not remain fully focused and engaged as they find this activity too difficult.

- The childminder promotes children's well-being and personal development. For example, children learn to take care of their belongings. On arrival, they hang their coats up and put away their shoes. This supports children to become independent.
- The childminder provides healthy, nourishing meals and snacks. Children learn about healthy lifestyles. The childminder helps children to understand the importance of eating a balanced diet.
- Children are confident in social situations. They enjoyed telling the inspector how much they love to play with their friends. Children delighted in showing the inspector their favourite toys and books.
- Children learn about the wider world. They meet different people and see different places. Children go on bus journeys and visit the local park. They explore climbing equipment and develop their large-muscle skills.
- Parents are full of praise for the childminder. They comment on the strong relationships which she has with their children. Parents express delight with the progress that their children have made.
- The childminder seeks information about what children are learning at home. She uses this to plan further activities for them. This gives children the opportunity to practise what they have learned before.
- The childminder reflects on her practice and completes regular training, such as about the importance of mental health. This helps her to support children's well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to promote children's welfare and keep them safe. She is aware of the possible signs and symptoms that could indicate abuse or neglect. The childminder knows the actions she must take if she has a concern about a child's welfare or safety. She has a secure knowledge of safeguarding issues, such as female genital mutilation. The childminder keeps her safeguarding training up to date. The setting is safe and secure. Children take part in regular fire practices to ensure that they know what to do in an emergency. The childminder supervises children closely.

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

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

- build on children's vocabulary to develop their language skills even further
- strengthen the planning of activities to help children remain fully focused and engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY481963
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10225894
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	7 September 2016

## Information about this early years setting

The childminder registered in 2014. She operates from her co-childminder's home in Greetland, Halifax. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Elizabeth Robins

## 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector and the childminder held discussions about safeguarding, and about how the childminder evaluates her practice.
- The inspector observed interactions between the childminder and children, and reviewed the impact on children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to parents and took their views into account.
- The childminder provided the inspector with a sample of key documents on request.

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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