

# Childminder report

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Inspection date: 8 July 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are highly motivated, inquisitive learners and respond well to the childminder's high expectations of what they can achieve. They make excellent progress from their initial starting points. The curriculum is carefully planned to allow children to practise and develop their skills in a range of ways to deepen their knowledge. The childminder is highly skilled at knowing when to intervene and extend children's learning, and when to stand back and allow them to solve problems on their own. She asks children questions that challenge them and get them to think. She provides lots of opportunities for children to work collaboratively together on tasks and encourages them to value one another's contributions.

Children's behaviour is exemplary. They are extremely thoughtful, kind and caring towards one another. If a child is upset for any reason, they talk about what is making them feel sad and the children see what they can do to help.

When children returned to the setting, following time off during the COVID-19 pandemic, the childminder made sure that children got back out into the local community as soon as possible. They visited local places of interest, including the library and local cafes, took part in forest-school activities, and recently visited a local sculpture exhibition.

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

- The impact of the well-planned curriculum and high-quality education is clear to see, as all children make rapid progress across all areas of learning. They have high levels of concentration and persevere even after announcing that something 'is tricky' to master.
- Children's communication and language are extremely well developed. They have an extensive vocabulary and use words in the correct context as they talk through their play and recall different events. They tell the inspector that their 'grass doesn't grow as it is artificial like a pretend grass'.
- The childminder encourages children's love of books. Children are able to read some three-letter words and have excellent recall of events in stories. They talk about the characters, what they did and what is happening in the pictures. For example, they tell one another what they can see on the beach picture, pointing out the 'pier' and noting that 'it goes over the sea'.
- Children learn about number and value during everyday routines, number rhymes and games. They make current buns from play dough and confidently solve mathematical problems, learning how to add and take away. They name various shapes and understand halves and quarters of a cake. Children also know that if you 'put two quarters together it makes a half'.
- Children enjoy lots of sensory opportunities. They investigate properties of

different materials and observe change. The children discuss how they can make the sand 'less sprinkly'. They suggest adding play dough, sand or egg to make it stick together, before agreeing that 'egg might be too sticky' and adding water instead.

- Children learn about the importance of healthy eating and grow their own vegetables. They understand that plants need the sun and water to grow, and they help to look after them.
- Partnerships with parents and professionals are extremely well established. Parents report that their children's learning and development are coming on in 'leaps and bounds'. Excellent transition arrangements are in place for children who are moving on to school. Teachers visit to meet the children and observe them in the childminding environment. They praise how well the children settle on entry into school and how effectively the childminder prepares them for these transitions.
- Throughout the COVID-19 pandemic, the childminder made sure that she kept in touch with all families. Regular story time and singing sessions were delivered virtually through face-to-face calls, and this allowed children to see their friends on the screen. Individual activity bags were delivered to the children's homes with suggested activity ideas. Children were also surprised with an Easter egg hunt for them to do in their homes.
- The childminder, her co-childminder and assistant work exceptionally well together. They continually reflect on their practice and strive to build and improve on the quality of teaching and what they provide for children. This approach to continuous improvement ensures that these high standards and exceptional practice are maintained.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder, co-childminder and assistant ensure that they keep their safeguarding knowledge current and keep abreast of any local safeguarding issues. They have a clear understanding of their roles and responsibilities in safeguarding children. They understand the possible indicators that a child may be at risk of harm. The safeguarding policy includes all the required information, and everyone is familiar with the procedures for reporting concerns. In the interest of transparency, these procedures are also shared with parents when their children first start at the setting. Children have a very good awareness of how to keep themselves safe. They understand that the grapes for snack are cut up so that they do not choke on them. They tell the inspector that they wear sun hats to protect themselves from the sun so they do not burn. They also explain that it is important 'to drink lots because it's summer and it's really hot'.

## Setting details

<b>Unique reference number</b>	EY377835
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10117452
<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>	0 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	25
<b>Date of previous inspection</b>	13 April 2015

## Information about this early years setting

The childminder registered in 2008 and lives in Shelf, Halifax. She works with an assistant and her husband, who is also a registered childminder. The setting operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has qualified teacher status.

## Information about this inspection

### Inspector

Annette Stanger

## 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 childminding provision.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable for children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the children about what they enjoy doing at the childminder's setting.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents and looked at written feedback from parents.
- The childminder provided the inspector with a sample of key documentation 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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