

# Childminder report

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Inspection date: 11 August 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder offers a welcoming, homely environment where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. Babies smile as they arrive at the setting. They separate well from carers and settle instantly with the childminder. The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. She uses this information to plan for children's individual learning. The childminder gets to know children extremely well. She has high expectations for children's behaviour, and she promotes good manners and clear boundaries. As a result, children behave well.

There is a wide variety of resources available to support the childminder's delivery of her educational programme. For example, brightly coloured rice provides great delight as children and the childminder scoop and fill a variety of containers, before tipping it out again. Older children are confident to express their needs and wants. They independently select the resources they need during play.

There are clear rules, boundaries and routines in place, and children respond promptly to instruction. For example, they respond by tidying up their toys before moving on to the next activity. The childminder provides children with healthy snacks and nutritious, home-cooked meals. Children begin to make healthy choices when selecting what foods to eat. For example, children choose banana for their snack.

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

- The childminder knows the children in her care very well. She plans a wide range of interesting activities, which arouse their curiosity. She builds on what children already know, and she provides suitable challenge to extend their learning further. For example, children have opportunities to visit a local farm to learn more about pigs and piglets.
- The childminder makes the most of spontaneous opportunities to support children's mathematical knowledge and skills. Children are encouraged to count throughout the day. The childminder helps children to develop a deeper understanding of more complex mathematical concepts, such 'full' and 'empty'. However, the childminder does not always support younger children's mathematical understanding in developmentally appropriate ways.
- Children with special educational needs and/or disabilities (SEND) are supported exceptionally well. The childminder works closely with parents and other professionals to ensure that children get the levels of support they need. The childminder attends regular meetings and shares ideas to develop individual education plans. These are used effectively by the childminder as a planning,

teaching and reviewing tool.

- Children's independence and self-care skills are promoted well. They independently select toys and resources that they want to play with, and they take a lead in their play. Children manage and attend to their own personal needs. For example, at snack time, they wash and dry their own hands and cut their own fruit with a knife. Children are confident and independent learners.
- The childminder shows a good understanding of how to support children's progress. The childminder promotes children's communication and language skills well. She enthusiastically sings rhymes and melodies, which helps to develop children's vocabulary. However, the childminder does not consistently model correct pronunciation. This does not support children to hear and develop their own vocabulary well.
- The childminder demonstrates a genuine enjoyment of her work. She recognises the important part she plays in helping children, including those with SEND, to prepare for school and future learning. For example, her planning involves opportunities for children to become more familiar with the local community, in readiness for the daily trips to school.
- Partnerships with parents are strong. The childminder regularly communicates through electronic means and shares information about their child's activities and care arrangements. This includes photos of the children at play, to celebrate their achievements. Parents are highly complimentary about the childminder. They comment that she always 'goes the extra mile' for the children in her care. They describe her extra support as 'fantastic'.
- The childminder keeps up to date with current practice through relevant online training, internet research and discussions with other childminders. She continuously develops her knowledge and skills for the benefit of the young children in her care. As a result, children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and knows how to keep children safe and who to contact if she has concerns about their welfare. The childminder attends regular safeguarding training and stays up to date with legislation. She has robust risk assessments in place and carries out daily checks of the environment to ensure that it is suitable for children to use. The childminder teaches children about the importance of safety. For example, they learn how to stay safe in the sun. The childminder encourages children to be aware of dangers in the garden, such as walking up and down steps.

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

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

- extend opportunities for children to hear the correct pronunciation of words, to further enhance their communication skills
- strengthen the teaching of developmentally appropriate mathematical skills, particularly to very young children.

## Setting details

<b>Unique reference number</b>	EY453437
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10117550
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	18 July 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Brighouse, West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Yvette Brown

### 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 viewed the setting and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and the children.

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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