

Childminder report

Inspection date: 3 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 learn to be highly independent at the childminder's home. If there is a task to be done, children relish the opportunity to do it. For example, older children wash up the bowls from breakfast. They take responsibility for preparing and delivering snack. Children tidy up their play spaces before moving on to another task. They independently register themselves as they enter the childminder's home, hanging up their own bags and putting their water bottles in the correct place. From a young age, children are encouraged to feed themselves. This helps children to prepare for the next stage of their education.

Children learn and develop well in the childminder's home, which is spacious and welcoming. The childminder provides flexible play spaces, which meet the needs of children as their interests and fascinations change. In the afternoons, children choose which of the many local outdoor spaces and parks that they wish to visit. This helps children to develop an understanding of the natural environment and gives them the chance for important exercise. Children make up characters from stories as they walk safely to their destination.

Children form strong bonds with each other. Pre-school children work together to put jigsaw pieces together. They chat, relaxed, as they form spiders out of play dough. Outdoors, children share the space around the sand and water trays, collaborating as they pour and fill. Babies enjoy playing with their friends, hiding behind chiffon scarves, stamping in the bark and exploring the different paints at the easel. When children show signs of needing some quiet space, the childminder and her assistants use the calming space to help them rest and relax, or to focus on some more formal learning.

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

- The childminder thinks carefully about what and how children learn. She plans areas of her setting flexibly to ensure that children are able to make progress in all areas of learning. The childminder's curriculum is underpinned with good quality resources for children to access. She enhances children's learning with adult-led sessions at an age-appropriate level, including story time and topic work.
- Children have very positive attitudes to their learning. This is because the childminder considers children's interests. Children learn well, are engaged and their ideas valued. They support each other well as they play. For example, children listen to each other's ideas while sculpting with creative materials.
- The childminder supports children's early language development well. Children have access to an extensive range of books, which include stories, non-fiction texts and books which challenge stereotypes. The childminder models language

beautifully. She uses language to engage, delight and inspire children as they complete learning tasks and follow routines.

- The childminder finds many opportunities for children to use early mathematical skills. For example, when children are interested in minibeasts, she encourages them to learn about the number of legs that insects have. Children compare them with those of other creatures as they create crafts. The childminder invites children to work together to make repeating patterns out of coloured shapes.
- Children know what is happening and when, due to well-established routines. They self-select much of what they choose to learn in the childminder's home. When the childminder plays familiar tidy-up music, children organise their resources back into the correct places. This enables them to be ready for the next activity.
- The childminder is reflective. She evaluates what she does well and what she wants to achieve next. The childminder chooses appropriate training courses to support the development of her assistants. However, she does not consistently follow up from their training, or set regular targets for development with her assistants to ensure continued improvement of practice.
- Parents are complimentary about the childminder's service. There are effective two-way partnerships, which help children's development. For example, when children need some extra support with their learning, the childminder shares appropriate resources with parents. This helps them to mirror at home what the childminder is working on with their children. When children show a strong interest in something, parents happily donate materials and resources to support the childminder to offer a topic in this area.
- The childminder is highly skilled at identifying children who may benefit from early intervention or extra support with learning. She works effectively with other professionals and with parents to ensure that gaps in children's development are closed. This gives children with additional needs the very best chance of being ready for the next phase of their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is very secure. She uses a video doorbell to alert her to visitors at the door. The childminder sets out the learning spaces with plenty of space for children to navigate the areas safely. She uses stair gates well. When children sleep, the childminder and her assistants monitor them effectively using video cameras. The childminder has good routines in place to keep children safe on their daily walks to local outdoor spaces. She vets and checks all new staff, to ensure their suitability.

What does the setting need to do to improve?

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

- develop the assistants' skills further and ensure that their professional development has a lasting impact on children's learning.

Setting details

Unique reference number	EY485902
Local authority	Calderdale
Inspection number	10218650
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	18
Number of children on roll	29
Date of previous inspection	23 August 2016

Information about this early years setting

The childminder registered in 2015 and lives in Shelf, Halifax. She operates all year round from 7.30am to 5.30pm Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds qualified teacher status and works with five assistants, all of whom are qualified to level 2 and 3.

Information about this inspection

Inspector
Lucy Patrick

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the assistants working in the setting.

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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