

# Childminder report

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Inspection date: 5 October 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 arrive at the childminder's home happy and excited for the day. They confidently separate from their parents and eagerly join in with the interesting activities the childminder plans for their arrival. Children share close relationships with the childminder and enjoy the warm, calm and nurturing environment she creates for them. They show good levels of concentration and wait patiently for the next set of instructions during creative craft activities. They celebrate their achievements and delight in the praise that they receive for their good work and efforts. Children's behaviour is good.

Children make good levels of progress in their learning, overall. They are curious learners and are keen to explore. Children take part in activities that help them to understand the world beyond their own experiences. For example, the childminder uses picture card puzzles to introduce conversations about the different jobs people do to help us. Children learn about different cultures and religious celebrations to broaden their understanding of the similarities and differences between people and communities. This helps to prepare children for their future learning and modern life in Britain.

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

- The childminder knows the children well and plans activities according to their interests. However, on occasions, she does not consistently adapt activities to meet children's emerging skills in order to offer them further challenge. For example, the childminder cuts out templates for older children, who are capable of completing these tasks independently. She does not consistently provide younger children with opportunities to develop their emerging physical skills.
- Children have a good range of opportunities to develop their literacy and communication skills. For example, they have access to a range of books to select from and read with the childminder. They listen to music and sing along to familiar songs and nursery rhymes. The childminder plans focused activities for children to develop their speech. She speaks clearly to children and emphasises initial sounds in words to further develop their speech.
- Children learn about the natural world around them. For example, they make pictures of hedgehogs and learn about their different habitats and foods that they eat. The childminder teaches children about how some animals prepare for hibernation in winter and what they need to survive.
- Children develop good mathematical skills. For example, they make repeating patterns using peg boards. They count the total number of pegs used in each group. Children begin to recognise and name various shapes. The childminder teaches children the different properties of each shape, so that they begin to develop their understanding.

- Parents speak fondly of the childminder and the level of care their children receive. The childminder shares ongoing information with parents about their child's development to help promote continuity in their learning at home. She signposts parents to external professionals, if gaps begin to emerge in a child's development. This helps to ensure children receive the individual support that they need from the earliest point.
- Children are encouraged to become increasingly independent in managing their own self-care needs. Older children are encouraged to put their own shoes and coats on before they go outdoors. Younger children are supported to develop these skills by the attentive and caring childminder. Children follow good hygiene routines and know to wash their hands before snack and mealtimes.
- The childminder seeks the views from parents and children to evaluate her practice. Although she accesses training, this is focused on keeping her mandatory training up to date. The childminder has not implemented her professional development plans to help raise the quality of education to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder completes child protection training and her own research online to keep her safeguarding knowledge up to date. She understands how to recognise the signs and indicators of abuse. The childminder is clear on how to respond to concerns about a child's welfare. She knows when to refer these to the relevant agencies. The childminder carries out effective daily risk assessments to ensure all areas of the premises children access are safe and secure. She completes robust vetting checks to ensure all those living and/or working on the premises are suitable.

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

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

- ensure activities consistently meet the emerging needs of all children, so that they challenge and extend their learning
- strengthen professional development opportunities in order to raise the quality of education to the highest level.

## Setting details

<b>Unique reference number</b>	EY257079
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10229479
<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>	2 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	5 October 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Steeton, Keighley. She opens Monday to Friday, all year round, except bank holidays and family holidays. Sessions are between 7.30am and 6pm. The childminder holds an appropriate early years qualification at level 4. She offers free funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Dove

### 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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spoke to and reviewed written feedback from several parents during the inspection and took account of their views.
- 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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