

# Childminder report

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Inspection date: 15 November 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 at this setting are happy and comfortable in the childminder's care. They confidently approach the childminder for comfort and reassurance. Children are eager to participate in the activities that the childminder plans for them. The childminder supports children to achieve well overall and prepares them for their future development. Children develop their mathematical skills as the childminder introduces counting to all areas of learning. For instance, children count blocks as they build a tower, count crayons when mark making and count grapes at snack time.

Children behave very well. They feel very at home in this safe environment. Children happily point to pictures of themselves on the wall, which are displayed to show their experiences and achievements. Children demonstrate a sense of pride as they point themselves out to others. They learn to be independent and to make decisions for themselves. For example, children choose what they would like to play with. They take pride in helping to tidy the activities away, before selecting another activity. The childminder also encourages children's independence by encouraging them to attempt to feed themselves at mealtimes and wipe their own hands and noses. She understands the importance of encouraging children to socialise, as they missed out on a lot of these experiences due to the impact of the COVID-19 pandemic.

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

- The childminder carefully monitors children's progress. She identifies any gaps in their learning swiftly through her rigorous assessment process. The childminder plans activities to close any gaps in children's learning to prevent children from falling behind, and shares these with parents. The childminder works closely with parents to establish children's interests and plan for their future development.
- Partnership with parents is good. The childminder communicates closely with parents and offers advice so that they can work together on the child's developmental needs. Parents comment that the childminder is reliable, professional and trustworthy. They say that she shows care, consideration and patience.
- The childminder is a dedicated practitioner and understands the importance of undertaking training to increase her knowledge and keep up to date with changes in legislation. This benefits the children in her care.
- Children have good opportunities to develop their knowledge of colour and counting through activities, such as building bricks, mark making and using counting bears. However, the childminder does not consistently extend children's communication and language, such as through the use of familiar stories and

rhymes.

- The childminder is part of a network for childminders. As part of the weekly routine, children attend a playgroup with other children. They develop their social skills when participating in larger group activities.
- The childminder provides a lot of quality resources that children are free to self-select. However, she does not consistently plan for children to have access to role play, to developing their language skills, as well as providing opportunities to explore, experiment and even investigate.
- The childminder organises daily routines well to promote children's health and well-being. She ensures that children have daily exercise, such as walks to the park and other local amenities. The childminder provides children with healthy, well-balanced meals and snacks. She works in partnership with parents to ensure that children brush their teeth and are registered with a dentist, as well as supporting parents around providing children with a healthy diet.
- Children have the opportunity to experience the world around them. They visit places in the community, including parks, libraries and different religious buildings, such as the local church and mosque. This helps to promote children's understanding of equality and diversity.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities in relation to keeping children safe. She keeps her safeguarding training up to date. The childminder can describe the signs that may suggest that a child is at risk of harm. She understands the process to follow should she have any concerns. The childminder is aware of the process to follow should an allegation be made against herself. The childminder helps children to play safely inside and outdoors.

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

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

- provide more opportunities to develop children's communication and language skills, such as by sharing stories and singing familiar nursery rhymes
- extend children's opportunities to engage with role play, to enhance children's imaginations and creativity further.

## Setting details

<b>Unique reference number</b>	EY250892
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10229475
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	28 November 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Huddersfield. She operates all year round, from 7.30 am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

**Inspector**  
Claire Owen

## 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 childminder.
- The childminder showed the inspector around 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.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder of a planned activity to promote children's mathematical language.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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Manchester  
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