

Childminder report

Inspection date:

16 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children flourish in the childminder's nurturing environment. Their happiness, safety and ongoing development is a high priority. The childminder provides a good range of resources and activities that are accessible. This enables children to make their own choices and promotes their independence. The childminder takes an active role in children's play and learning. She joins them as they use their imagination to make cups of tea in the role-play kitchen. The childminder observes children's play and shares photographs of them with the parents. She identifies gaps in their learning and plans activities to support this learning. Children make good progress from their starting points.

The childminder is calm, caring and motivated. She provides good quality childcare. Children are happy and settled in her care. The childminder is a positive role model. She has a consistent approach to boundaries. The childminder encourages children to treat each other with respect and kindness. Children receive lots of praise for their achievements. This includes clapping and cheering for the youngest children. This helps to raise their self-esteem and confidence.

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

- The childminder knows children well. She observes and assesses their development. This helps her plan new and exciting activities and experiences. However, at times, children's intended learning in some activities is not clear. This means the childminder does not always focus on children's next steps. As a result, their ongoing learning is not fully extended.
- The childminder promotes children's good health. She encourages parents to send healthy food options for meals and snacks. The childminder reminds children to take regular drinks. She makes sure their water cups are accessible. Throughout the day, the childminder supports children to wash their hands. For the most-able children, she counts to 20 as they wash to make sure their hands are clean. However, the childminder does not always explain the reason for good hygiene practices and how these contribute to their good health.
- Children develop essential skills in readiness for school. They are keen and motivated learners. The childminder has close partnerships with the schoolteachers and promotes continuity of learning.
- Partnerships with parents are strong. Parents speak very highly of the childminder and their children's experiences in her care. The childminder shares information about children's learning with parents. She promotes continuation of routines, which is positively praised by the parents.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She has a commitment to continuous professional development. The childminder has completed extensive training to strengthen her knowledge of

safeguarding children. She shares this knowledge with other providers at a childminding group she runs.

- The childminder's curriculum offers children opportunities to play and learn outdoors. She understands the benefits of outdoor learning on children's physical and emotional well-being. Children have plenty of play opportunities to enjoy nature and visit local parks.
- The childminder uses general play and daily routines to extend children's mathematical understanding. She encourages children to count and explore size, shape and positional language in their play.
- The childminder provides children with a language-rich environment. She talks to them as they play with a farm and animals. She gives them clear instructions and talks to children about their play. She talks to them about the different sounds animals make. The childminder narrates as the youngest children play and introduces new words. The most-able children copy and offer their own narration on their play and that of their friends. This supports their developing vocabulary and use of speech well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children. She understands the types and signs of abuse. The childminder has completed relevant training in child protection, including the 'Prevent' duty and county lines. The childminder is aware of her role and responsibility to protect children. She talks with confidence about what she would do in a range of scenarios. The childminder is aware of the procedures to follow if there is an allegation of abuse made. She is well organised and makes sure she cares for children in a safe and secure environment. She supervises children well and her risk assessments help minimise any hazards.

What does the setting need to do to improve?

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

- consider the learning needs of individual children when planning activities to help them build on what they already know
- help children to understand the importance of good hygiene practice and how this contributes to their good health.

Setting details

Unique reference number	EY315994
Local authority	Calderdale
Inspection number	10229509
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	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder was registered in 2005 and lives in Northharam, Halifax. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lindsay Dobson

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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector observed the interactions between the childminder and 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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