

Childminder report

Inspection date: 20 February 2023

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 are very comfortable at the childminder's house. They happily choose toys to play with alone or with others. The home corner is busy with children saying 'I'm cooking'. They enjoy making lots of cake for the childminder and visitors. Children lead their own play, with the childminder supporting their learning. She repeats words and engages with the play. Children choose books by themselves. They enjoy reading 'Kitchen Disco', saying the names of the vegetables to the childminder. Children ask the childminder to read to them. As she reads 'Room on the Broom', she asks how the witch is feeling in each picture. Children say 'happy' and 'sad' and name the characters on the pages.

The childminder loves the children to be outdoors. They enjoy placing numbers in the shapes hanging on the fence. Children keep working on this as the wind blows them down again, showing how they keep on persisting. They develop physical skills through climbing in the play cars and driving independently. Children enjoy understanding the world by growing fruit and vegetables from leftover stalks. They are excited to take their fruit and vegetables home to their parents. Parents say they are surprised with how well they have grown.

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

- Children are happy and content with the childminder. They treat her home as their own. They use their good independence skills to access resources they want to play with. Children are confident to ask the childminder to join them for a story.
- Children are given opportunities for physical development through daily walks and outdoor play. They challenge themselves with the small or big slide. Children develop their fine motor skills by putting lids back onto felt-tip pens.
- Children develop a love of stories at the setting. Literacy is weaved throughout activities and through child-led play. However, the childminder has not yet considered how she can support parents to embed children's language development further at home, for example through reading or singing nursery rhymes.
- The childminder extends stories through craft activities. She incorporates talking about emotions to help children to recognise different feelings. However, the childminder has not fully explored how she can develop this further, so that children recognise and understand their own feelings.
- The childminder has a clear vision for her provision and the focus for learning. She wants children to build skills for life and be ready for school. The childminder raises children's confidence and independence skills by giving them opportunities to play alone or with friends.
- Being outdoors and including nature in activities are a priority for the

childminder. This supports children's knowledge and understanding of the world.

- The childminder knows the children well. She explains what they were like when they started and what they are working on next in their development. The childminder knows how she will support children, including when there are areas for development. No child is left behind, and children with special educational needs and/or disabilities all make good progress.
- The childminder models language and repeats words back to children. She uses lots of eye contact and crouches down to the children's level. This supports children to feel safe, secure and valued as well as building on their language skills.
- The childminder has clear intentions for children's learning. They respond well to the tasks and are eager to 'have a go' themselves. Children listen well to the instructions or prompts throughout activities. They demonstrate good levels of behaviour and respect for each other.
- The childminder works well with other settings that children also attend. She is organised with the information she holds about children so that she is prepared to share information when this is required, for example with multi-agency teams and special educational needs and/or disabilities teams.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She knows the signs of abuse to be aware of and who to contact for further advice or support. The childminder has a thorough fire evacuation plan. This includes secondary plans for various situations, such as a fire blocking the evacuation route. The childminder provides information for parents, which they can access independently. This includes phone numbers to call for safeguarding advice, such as about domestic abuse. Online safety information is available for parents, including how to support children to stay safe online. The childminder continually updates her knowledge to stay relevant with safeguarding topics, for example adverse childhood experiences.

What does the setting need to do to improve?

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

- consider how to ensure that a love of stories and nursery rhymes can be continued at home to support children's communication development
- provide a wider range of ways for children to begin to recognise their feelings and how to support themselves.

Setting details

Unique reference number	EY394448
Local authority	Calderdale
Inspection number	10276235
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	2 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	6 July 2017

Information about this early years setting

The childminder registered in 2009 and lives in Brighouse, Halifax. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is in receipt of funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laurafay Muranka

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 the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with 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 observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- 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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