

# Childminder report

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Inspection date: 2 March 2023

<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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and relaxed when in the care of this friendly and caring childminder. They form strong, positive relationships with the childminder, who knows children and families extremely well. Children go to her for cuddles, when they are tired and ask her for help when needed. The childminder is a positive role model for children. Children learn to help each other. They fetch resources for their friends, asking them what colour they want. Children help their friends to put their shoes on when they struggle. They learn to say 'please' and 'thank you'. Children are very respectful of each other.

Children learn about recycling and why this is important. They listen for the recycle truck to arrive. Children talk about the different things they can recycle, such as tins, paper and cereal boxes. Children decide they want to give their leftover fruit to the birds. The childminder takes children on daily outings. They visit local parks, museums and travel on buses and trains. Children laugh and giggle with delight as they run and chase each other in the park. Children experience a wide range of opportunities to learn about the wider world.

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

- Children are happy and settled in the home of this childminder. They make good progress in all areas of development. The childminder supports children to try things for themselves. Children keep on trying when faced with a challenge. They are confident and display great determination.
- The childminder encourages children to think of solutions to a problem. For example, during a creative activity, she asks children if they can make a hole in a piece of paper. Children suggest using their fingers and the childminder encourages them to try. When this does not work, she asks for other ideas and children suggest a pen. The childminder supports children to use a pen to make a hole and asks if there is anything else they could use. Children suggest scissors and the childminder supports children to use scissors safely.
- The childminder promotes children's language development extremely well. She comments on what children are doing, asks questions and shares new information. The childminder sensitively corrects children's language. For example, when children say the word 'birdie', the childminder repeats back the correct word in a sentence. Children are confident speakers.
- Children learn to use mathematical language. They count the candles on a cake, and work out how many are lit and how many are left. Children talk about the size of objects. The childminder asks them to use the 'biggest' knife to cut the fruit. Children use the word 'massive' to describe a tree.
- Mealtimes are a very sociable time. Children develop their independence skills. They cut their own fruit, make their own wraps and butter their own bread.

Children talk about their homes and families. They have a picture of their parent to look at while having their lunch.

- The childminder evaluates activities and can identify what went well and what could be improved. She is happy for children to take the lead and move the focus of their learning. However, sometimes, children do not always have time to fully explore activities before the childminder moves them on to the next one. This means that children do not consistently have time to become deeply involved in their learning.
- Children learn how to keep themselves healthy. They explore different fruits. Children talk about what they look, feel, smell and taste like. They discuss the different textures and which fruit skins they can and cannot eat. Children learn how to keep their teeth clean. The childminder encourages parents to take their children to the dentist.
- Parents are extremely happy with the care which the childminder gives to their children. They comment that their children are safe, well cared for and given individual nurturing time. Children make good progress, particularly with their language development and confidence.
- Children do not have unsupervised access to online material while in the care of the childminder. Older children do not use their mobile phones when at the setting. However, the childminder does not always support children and parents to develop their knowledge of online safety issues.
- The childminder follows children's home routines as much as possible. She accommodates children's individual needs, such as their dietary and medical requirements. Parents comment that the childminder goes 'above and beyond' to support children and help families.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has risk assessments in place to ensure that children are in a safe environment. She teaches children about road safety, how to use knives and why they need to cut grapes in half. Children tell the childminder, 'mind your fingers!', when she is using a knife. The premises are safe and secure. The childminder has a good understanding of how to keep children safe. She can identify the signs and symptoms of abuse and knows when and where to report these, including any allegations about an adult.

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

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

- ensure that children have time to fully explore activities, to be able to become deeply involved in their learning
- strengthen the ways in which children are taught about online safety.

## Setting details

<b>Unique reference number</b>	EY450761
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10257663
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	23 August 2022

## Information about this early years setting

The childminder registered in 2012 and lives in Boothtown, Halifax. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2. She provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Miriam Caldecott

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact on children's learning.
- Parents shared their views of the childminder 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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