

# 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children demonstrate that they feel safe and secure. For example, they readily approach the nurturing childminder, happily choose what they want to play with and confidently take part in familiar daily routines. Children delight in joining in as the childminder spontaneously sings the tidy-up and handwashing songs. Children behave well. As two-year-old children learn to take turns, they thrive on the childminder's praise. She uses positive words and phrases with all children, such as 'amazing tidying up' and 'fantastic sharing'.

Children develop independence, for instance as they stand on a small footstep to wash their hands before preparing fruit and as they make their own sandwiches. They delight in chopping and peeling fruit, which helps them to develop their small-muscle strength. Toddlers precisely use their pincer grasp to pick up juicy strawberries. They babble and use gestures and words to communicate their needs, such as wanting more fruit or to get out of the high chair.

Children, including those in receipt of additional funding, make good progress. Older children concentrate very well and develop a whole host of skills in readiness for school. For example, they learn about fairness as they help to count out the blueberries so that everyone has an equal share.

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

- The childminder effectively assesses children's progress and knows the children in her care extremely well. She works closely with parents to identify and support key next steps in children's learning. For example, they discuss how they can support toilet training together and how to build on children's early communication through reading stories, singing and limiting the use of dummies.
- The childminder effectively plans educational programmes for children in most respects. For example, she supports significant aspects of younger children's development, such as their early speech, social and physical skills. However, where toddlers play independently, the childminder does not always provide activities and resources that take the highest account of their stage of play and interests.
- The childminder effectively engages with the children and uses spontaneous opportunities to build on their learning. For example, she incorporates early mathematics during daily routines such as mealtimes and tidy-up times. Children match each half of the wooden play food and hear mathematical language, such as 'one more', 'big' and 'small'.
- As children make a sandwich, the childminder encourages them to do things for themselves but sensitively steps in to offer support. For example, she models how to spread the butter evenly and move the plastic knife back and forth to cut

the sandwich in half and then quarters.

- The childminder takes children to the library and reads ample stories, using props and visual aids, to develop children's communication skills and love of reading. However, children have fewer opportunities to access books more independently as they play.
- The childminder recalls favourite stories with children. For example, as children build the Little Pig's house with wooden blocks, the childminder imitates the Big Bad Wolf. She exclaims with great animation, 'I'll huff and I'll puff and I'll blow your house down!' During the healthy snack time, the childminder asks children if they can remember the different fruits the hungry caterpillar ate in the story they had been reading.
- The childminder visits parks and play gyms to support children's large physical skills. She takes children to toddler groups to enable them to interact with a wider group of children and make new friends. However, the childminder does not maximise opportunities for children to learn about what makes them unique and the diversity of the world in which they live.
- The childminder works very closely with parents, when children first start and thereafter. Children move into her care with ease and are very happy and settled. Toddlers enjoy a loving cuddle from the childminder, who meets their care needs extremely well to promote their emotional well-being. Parents' feedback is highly complimentary.
- The childminder reflects on many aspects of her practice in close consultation with children and parents, for example through questionnaires. She develops practice further through continued professional development, such as online training covering many early years subjects.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes a wide variety of training that underpins her effective health and safety policies, procedures and practice. She can confidently identify possible indicators of abuse and understands how to make a child protection referral. This helps to keep children safe from harm. In addition, the childminder works closely with other agencies and professionals to promote children's welfare. The childminder closely supervises children as they move around the home to take part in daily routines. She demonstrates safe practices, such as securing toddlers in a high chair and regularly checking them as they sleep in the lounge, which is in sight of the playroom.

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

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

- plan and adapt the curriculum more precisely to take greater account of the

interests and stage of learning of children under the age of two years

- facilitate children's enjoyment of stories and books even further, to optimise their developing communication, language and literacy skills
- extend children's opportunities to develop a greater awareness of people, families and communities beyond their own and understand what makes them unique.

## Setting details

<b>Unique reference number</b>	EY487011
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10264961
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	30 June 2017

## Information about this early years setting

The childminder registered in 2015. She lives in Rastrick, Brighouse. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Ayo

### 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 inspector observed areas used for childcare purposes, care routines and the activities taking place indoors.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. She held discussions with the childminder to understand how she organises the early years provision and curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children and viewed written feedback from parents.
- The inspector looked at relevant documents, including evidence of training and the suitability of persons living in the household.

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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